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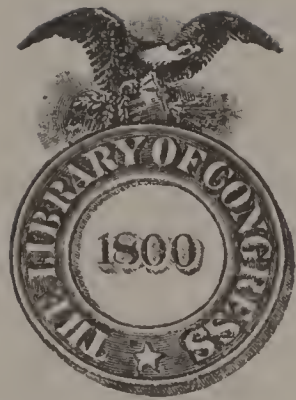
1924

AL ENGLISH

TEACHERS' MANUAL
FOR SECOND GRADE

MORIN

D. C. HEATH AND COMPANY



Class LB1576

Book .M75

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The Morin Method

ORAL ENGLISH

TEACHERS' MANUAL
FOR SECOND GRADE

BY

JOSEPH C. MORIN

GENERAL SUPERINTENDENT, PORTO RICO

D. C. HEATH AND COMPANY
BOSTON NEW YORK CHICAGO

L. B. 1576
M. 75
1924

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PRINTED IN U.S.A.

SEP 27 '24
©C1A807068

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PREFACE TO THE SECOND EDITION

The Department of Education is convinced that the best way of preparing the pupils in the primary grade for formal reading in the third grade is to teach them a sufficiently extensive vocabulary to enable them to understand what they are reading about.

The success of the method obtained in the second grade with the help of the Manual has encouraged the author to make a revision of the book. The vocabulary has been rearranged, the lessons amplified, and more definite explanations given to the teachers.

Teachers should study very carefully the introduction in which many valuable suggestions will be found.

JUAN B. HUYKE,
Commissioner of Education.

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INTRODUCTION

This Manual has been prepared as a complement to the *Teachers' Manual for First Grade Oral English*. Its object is to furnish a body of material for the teaching of oral English in the second grades of our schools and to serve as a final stepping stone to the introduction of formal reading in the third grades. With a thorough knowledge and understanding of the terms and expressions in the two manuals, it is expected that the children will have acquired sufficient vocabulary and language power to enable them to express themselves quite freely in the English language.

The material for this Manual has been carefully selected and as carefully arranged. The lessons are the products of classroom work. The short sentences composing them are such as children may use in their daily talk. They have been selected for their value as units of expression and conversation; consequently, they are very simple and natural in their construction.

The Lesson. Each lesson, with a few exceptions, consists of two parts: the Review and the New Words or New Words and Expressions. All words must be taught objectively or by actions. If a name-word is taught, the object itself, or its picture, must be seen by the pupils. If a verb, the action must be performed while repeating the expression. For example: In teaching *I am running to the door*, the child must actually run to a door. This method appeals strongly to the dramatic instinct of the child. Consequently, the lesson never lacks interest. In developing a new lesson the following steps should be followed in teaching a *noun*, a *verb* and a *sentence*.

AIM: To teach the word *plate*.

1. The teacher pronounces the word *plate* a few times.
2. The pupils are drilled on the pronunciation of the word.
3. The teacher shows a plate to the class and says, *This is a plate*.
4. The word is used in sentences.

AIM: To teach the verb *eating*.

1. The teacher pronounces the word *eating* a few times.
2. The pupils are drilled on the pronunciation of the word.
3. The teacher eats something and says, *I am eating*.
4. The word *eating* is used in sentences.

AIM: To teach the sentence, *I am eating from the plate*.

1. The teacher reviews the words *plate* and *eating*.
2. The teacher eats from a plate and says, *I am eating from the plate*.
3. The same expression is used in sentences by the pupils.

After a lesson has been taught, it must be reviewed often since it is only by constant repetition that the new words and expressions may become well fixed in the minds of the children. The Review part of the lessons contained in the Manual will help in giving the teacher an idea how a review lesson should be carried out. There are very few instances when it is recommended that the preceding lesson be reviewed. Even when this is recommended, the teacher should strive to vary his questions so the same material will appear in a new form. The chief object is to review the vocabulary of the preceding lessons and not every question and answer contained in these lessons.

The first twenty lessons, the review of all the first-grade Manual, will give an idea how practical review lessons may be conducted.

The work outlined in each lesson is planned for three fifteen-minute periods daily. All the first period may be devoted to the reviewing of the past lessons and the second period to the presentation of the new lesson. Or, if the teacher prefers, the first part of each period may be devoted to the review work and the last part to the development of part of the new lesson.

The contents of each lesson have been prepared in order to give the teacher an idea about the kind of questions to ask and the type of answers to expect from the pupils. They might be called suggestive questions and answers. Many more questions must be asked than are found in each lesson. The teacher should feel free also to introduce any new expression that will increase the vocabulary of his grade. Much English can be taught outside of the periods specially devoted to that subject. For example:

1. *Calisthenics*. One command can be taught a day until all the orders are understood by the children.

2. *Motion Songs*. One verse can be taught at a time. The motion should accompany every action-word.

3. *Drawing and Hand Work*. A word or two can be taught at a time.

4. *Classroom Orders*. Examples: *Listen to me. Pay attention to what the boys say. Please clean the boards for me. All sharpen your pencils.*

5. *Asking Favors of the Teacher*. Examples: *May I go out? Please may I speak to X? Let me go out for a drink of water, please.*

There are several exercises that the teacher may well employ to vary the work and to make the lessons more interesting. Such exercises offer an excellent opportunity for

oral expression. The following, which will suggest others, are recommended:

Picture Study. The teacher should select pictures that represent something within the range of the pupils' understanding. Moreover, they should have some art value. Cheap chromos should be excluded from the classroom.

Let us take, for example, the picture entitled, *Can't You Talk?* This picture may be studied in the following manner:

TEACHER. Name one thing that you see in this picture.

PUPIL. I see a baby.

TEACHER. What else do you see?

PUPIL. I see a dog.

TEACHER. What else do you see?

PUPIL. I see a cat.

TEACHER. Where is the cat?

PUPIL. The cat is at the door.

TEACHER. Where is the baby?

PUPIL. The baby is on the floor.

TEACHER. What is he doing?

PUPIL. He is speaking to the dog.

TEACHER. What is he saying to the dog? (The pupils should be encouraged to imagine what he is saying to the dog.)

He is saying, "Can you not talk?"

Story Telling. Early in the year the teacher should begin to tell stories to her pupils. Only words already in the vocabulary of the pupils should be used. If new words are used they should be previously taught. The story should be told in an interesting way and it should be of the kind that will appeal to children's imagination. Through proper questioning pupils can be made to reproduce the story.

Reading of Stories. The reading of simple stories to the

pupils will be found beneficial in increasing their vocabulary. It will also develop in them a taste for literature. Care should be taken not to leave a single new word unexplained. It will sometimes be convenient to change the language of the story and to use words already known by the pupils. After a story has been read, questions should be asked, and the pupils should be made to reproduce it.

Dramatization. Nothing will appeal more to young children than the dramatization of stories. At first, dramatization should take the form of simple conversation between two pupils, or among several pupils. When the pupils have acquired the habit of conversing among themselves, easy plays can be dramatized.

Game Playing. The playing of games is always interesting to children. There should be an object in game-playing in school—the learning of new words and expressions. Below are found a few games which will suggest others.

GAME I

Pupil A leaves the room or hides behind the door.

Pupil B says to the rest of the grade, *Go to sleep.* The pupils lay their heads on their desks and shut their eyes.

Pupil B goes through all the aisles and gives a child a small object, such as a marble, a rubber eraser, a block, etc., then walks to the front of the room and claps his hands, saying; *Wake up!*

The pupils sit up straight.

He goes to the door and says to pupil A, *Come in.*

The word *ready* may be used.

He asks pupil A, "Who *has* it?"

PUPIL A. It is *he* (pointing to pupil C).

PUPIL C. It is *not* I. It is *she* (pointing to pupil D).

PUPIL D. It is *not* I. It is *he* (pointing to pupil E).

This is kept up until the pupil who has the object is found. Let us suppose it is pupil E.

PUPIL E. It is I.

GAME II

The teacher will describe an object—for example, her own desk—in the following way, and the pupils will guess what it is:

It is made of wood. It has four legs. It is yellow. It is in the front part of the room. I sit near it. I put books on it.

A girl is described:

It is a girl. She has black eyes. Her hair is black. She has a white dress. She has a pink ribbon in her hair.

GAME III

Let four pupils be called: *What Do You Do?* *What Does He or She Do?* *What Are You Doing?* and *What Did You Do?* respectively. Give a verb and each child will give the form which is the answer to his name. Suppose the verb *run* is given. The first child will say *run*; the second, *runs*; the third, *running*; and the fourth, *ran*.

The teacher can divide the grade into four groups and have each group elect a pupil to represent them. These four pupils will be called as in the exercise above mentioned. The child who makes the least number of mistakes wins the game for his group.

GAME IV

HIDE-AND-SEEK

Let child A close his eyes or turn toward the wall so he can not see the rest of the pupils. Have a number of pupils

hide in different parts of the room. When all are hidden, let one of the pupils call out, *Ready!* Child A seeks all the children. The first one he finds must be the *seeker* for the next time.

GAME V

BLINDMAN'S BUFF

Blindfold a child with a handkerchief. Let a group of children stand around him. He must then try to catch someone, who in turn must be blindfolded.

GAME VI

This is a good exercise to train the children to use their imagination.

The children close their eyes. The teacher gives a word and the children tell what the word has brought to their minds. Suppose the teacher should give the word *dog*. The children are expected to see with the mind's eye a dog that they know. They will give sentences like the following: *I saw my dog. I saw our dog. I saw Mr. X's dog.*

Groups of words are given instead of only one word, as for example, *green house*. The children will say: *I saw Mr. X's house. I saw our house. I saw the green house in front of the school.*

A whole sentence is given. For example, *The automobile is running fast*. One will see Mr. X's automobile running fast down the road; another child, his father's car when they went to such and such a place.

GAME VII

This game will train the pupils' memory.

Divide the grade into two groups, A and B. Read a list

of twenty words which you have previously written on a piece of paper. Call on a child from Group A to give you a word that he remembers. Check the word and give credit to that group. A child from Group B is then called upon. A word must be given but once. The side which gives the larger number of words wins.

GAME VIII

The purpose of this game is to develop the pupils' sense of hearing. .

Divide the grade into two groups, A and B. Have them face in opposite directions. Let a child from Group A say a word or make a sentence. Call on a pupil from Group B to tell who has spoken. If he guesses right, it will count a point in favor of that group. Give Group B the same chance to guess. The side which has the larger number of correct guesses wins the game.

Have your pupils close their eyes. Strike, with something hard, an object in the classroom—the board, your desk, the bell, the floor, the iron legs of a desk, etc., and have the pupils guess what object was struck. Credit guesses in the usual manner.

GAME IX

The pupils' sense of observation will be strengthened in playing this game.

Take your pupils out for a five-minute walk. Tell them they must remember the name of everything they see. When back in the schoolroom have two groups of pupils compete with each other in giving the names of the animals and things they have seen. The side which has the longer list of names wins.

Vary the game.

GAME X

THE THOUGHT CHAIN

(To be taught after Lesson 37.)

NEW WORDS

chain think stories education America

(After the new words have been taught, hold up a pencil and say:)

TEACHER. What are you *thinking* about?

PUPIL A. I am thinking about the *pencil*.

(The child steps to the front and faces the class.)

PUPIL B. The pencil makes me think of *paper*.

PUPIL C. Paper makes me think of *writing*.

PUPIL D. Writing makes me think of *words*.

PUPIL E. Words make me think of *stories*.

PUPIL F. Stories make me think of *books*.

PUPIL G. Books make me think of *education*.

PUPIL H. Education makes me think of *America*.

GAME XI

THE RESTAURANT

(To be taught after Lesson 48.)

NEW WORDS

restaurant waiter cents

FIRST GIRL. I am *hungry*.

SECOND GIRL. I am hungry *too*.

THIRD GIRL. Let us go to the *restaurant* and have something to *eat*.

(The girls walk into the restaurant and address the manager or owner:)

GIRLS. Good *morning*, Mr. ———.

MANAGER. Good *morning*, girls.

What can I *do* for you?

FIRST GIRL. We are *hungry*.

We want something to *eat*.

MANAGER. Be *seated*.

Waiter.

(The waiter comes in.)

The girls want something to *eat*.

WAITER. What do you *want*?

FIRST GIRL. I want *soup* and *bread*.

SECOND GIRL. I want *meat* and *potatoes*.

THIRD GIRL. I want *rice* and *beans*.

WAITER. I am putting on the *table* cloth.

I am putting on *three* knives.

I am putting on *three* forks.

I am putting on *three* spoons.

I am putting on *three* glasses.

I am pouring water into *glasses*.

(The waiter goes away and returns with a tray.)

WAITER. Here are your *soup* and *bread*.

Here are your *meat* and *potatoes*.

Here are your *rice* and *beans*.

FIRST GIRL. I *like* this soup.

SECOND GIRL. My *meat* is *good*.

THIRD GIRL. What *good* *rice* and *beans*!

(When the girls have finished the waiter says:)

WAITER. Do you want some *fruit*?

FIRST GIRL. I want an *orange*.

SECOND GIRL. Bring me a *banana*, please.

THIRD GIRL. I want ———.

How does your *orange* *taste*?

FIRST GIRL. It is *sweet*.

How is your ———?

THIRD GIRL. It is *good*.

FIRST GIRL. How is your *banana*?

SECOND GIRL. It is *ripe and sweet*.

THIRD GIRL. Let us go *home*.

(They all rise.)

FIRST GIRL. How much is it for the soup and bread?

MANAGER. *Eight cents*.

FIRST GIRL. *Here it is*.

MANAGER. *Thank you*.

SECOND GIRL. How much is it for the *meat and potatoes*?

MANAGER. It is *ten cents*.

SECOND GIRL. *Here it is*.

MANAGER. *Thank you*.

THIRD GIRL. How much is it for the *rice and beans*?

MANAGER. *Nine cents*.

THIRD GIRL. *Here is nine cents*.

MANAGER. I *thank you*.

GIRLS. *Good-by, Mr. ———*.

MANAGER. *Good-by, girls*.

GAME XII

PARTS OF THE DAY

(To be taught after Lesson 88.)

PUPIL X. *A, you are morning.*

B, you are forenoon.

C, you are noon.

D, you are afternoon.

E, you are evening.

F, you are night.

(The pupils line up in the front part of the room.)

PUPIL X. What *are you, children*?

PUPIL A. I am *morning*.

PUPIL B. I am *forenoon*.

PUPIL C. I am *noon*.

- PUPIL D. I am *afternoon*.
- PUPIL E. I am *evening*.
- PUPIL F. I am *night*.
- PUPIL X. After *what* do you come?
- PUPIL A. I come after *night*.
- PUPIL B. I come after *morning*.
- PUPIL C. I come after *forenoon*.
- PUPIL D. I come after *noon*.
- PUPIL E. I come after *afternoon*.
- PUPIL F. I come after *evening*.
- PUPIL X. Before *what* do you come?
- PUPIL A. I come before *forenoon*.
- PUPIL B. I come before *noon*.
- PUPIL C. I come before *afternoon*.
- PUPIL D. I come before *evening*.
- PUPIL E. I come before *night*.
- PUPIL F. I come before *morning*.
- PUPIL X. What do you *do* when they come (speaking to the pupils in their seats)?
- PUPIL G. When morning comes, I *wake up*.
- PUPIL H. When forenoon comes, I go to *school*.
- PUPIL I. When noon comes, I have *lunch*.
- PUPIL J. When afternoon comes, I go back to *school*.
- PUPIL K. When evening comes, I *play*.
- PUPIL L. When night comes, I go to *bed*.

GAME XIII

THE FAIRY

(To be taught after Lesson 94.)

NEW WORDS

fairy wings crown wand

NOTE: A little girl should be dressed like a fairy. A piece of crêpe paper in bright colors tied around her waist with a

string will form her skirt. Two wings can be made of cardboard covered with crêpe paper. The crown, with a little star at the front, may be made of cardboard covered with a gift paper. A little gilded stick will serve as a wand.

FAIRY. I am a *fairy*.

I can do *many* things with my wand.

I am going to turn you, children, into domestic *animals*.

You (touching a child with her wand) are a *cat*.

(The child walks to the teacher's desk, takes a card on which is pasted the picture of a cat, and then stands in the front part of the room facing the pupils and holding the card on his chest. All the children should do the same as they are turned into animals by the Fairy.)

You are a *cow*.

You are a *dog*.

You are a *horse*.

You are a *hen*.

You are a *sheep*.

You are a *duck*.

You are a *goat*.

You are a *goose*.

You are a *pig*.

You are an *ox*.

You are a *turkey*.

You are a *mule*.

(After all the pupils are lined up the Fairy asks:)

What animals *are* you?

PUPIL A. I am a *cat*.

PUPIL B. I am a *cow*.

PUPIL C. I am a *dog*.

PUPIL D. I am a *horse*.

PUPIL E. I am a *hen*.

PUPIL F. I am a *sheep*.

PUPIL G. I am a *duck*.

PUPIL H. I am a *goat*.

PUPIL I. I am a *goose*.

PUPIL J. I am a *pig*.

PUPIL K. I am an *ox*.

PUPIL L. I am a *turkey*.

PUPIL M. I am a *mule*.

FAIRY. Into *what* are you turned?

PUPIL A. I am turned into a *cat*.

PUPIL B. I am turned into a *cow*.

PUPIL C. I am turned into a *dog*.

PUPIL D. I am turned into a *horse*.

PUPIL E. I am turned into a *hen*.

PUPIL F. I am turned into a *sheep*.

PUPIL G. I am turned into a *duck*.

PUPIL H. I am turned into a *goat*.

PUPIL I. I am turned into a *goose*.

PUPIL J. I am turned into a *pig*.

PUPIL K. I am turned into an *ox*.

PUPIL L. I am turned into a *turkey*.

PUPIL M. I am turned into a *mule*.

FAIRY. Tell the children *who* turned you into animals.

PUPIL A. The *Fairy* turned me into a *cat*.

PUPIL B. The *Fairy* turned me into a *dog*.

(When all have said into what they have been turned, the Fairy tells the pupils who are in their seats to say into *what* animal each one was turned.)

FAIRY. Into *what* animals were the children turned?

FIRST CHILD. *X* was turned into a *cat*.

SECOND CHILD. *Y* was turned into a *cow*.

THIRD CHILD. *Z* was turned into a *dog*.

(This is kept up to the end of the line.)

FAIRY. *Who* were turned into animals?

CHILD ONE. *X* was turned into a *cat*.

CHILD TWO. *Y* was turned into a *cow*.

CHILD THREE. *Z* was turned into a *dog*.

(When finished:)

FAIRY. What do you *eat*?

- PUPIL A. I eat *mice* and *rats*.
 PUPIL B. I eat *grass*.
 PUPIL C. I eat *meat*.
 PUPIL D. I eat *grass* and *corn*.
 PUPIL E. I eat *corn*.
 PUPIL F. I eat *grass*.
 PUPIL G. I eat *corn*.
 PUPIL H. I eat *grass*.
 PUPIL I. I eat *corn*.
 PUPIL J. I eat *sweet* potatoes.
 PUPIL K. I eat *grass*.
 PUPIL L. I eat *corn*.
 PUPIL M. I eat *grass*.

NOTE: After Lesson 89 is taught the cry of each different animal can be given. Example:

FAIRY. What do you say?

PUPIL A. I say, "*Me-ow! Me-ow!*"

PUPIL B. I say, "*Bow-wow! Bow-wow!*"

NOTE: A similar exercise can be given using the names of wild animals.

GAME XIV

(To be taught after Lesson 121.)

NEW WORDS

cheese **we-e**

(Let five children stand in the front part of the room with cards on which are pasted the pictures of the animals they represent.)

TEACHER. X is going to be the *teacher*.

PUPIL X. What *are* you?

PUPIL A. I am a *dog*.

PUPIL B. I am a *cat*.

PUPIL C. I am a *hen*.

PUPIL D. I am a *goat*.

- PUPIL E. I am a *rat*.
- PUPIL X. *Who* is the first animal (speaking to the pupils in their seats)?
- CHILD A. ——— is the first animal.
- PUPIL X. Who is the *second* animal?
- CHILD B. ——— is the second animal.
- PUPIL X. Who is the *third* animal?
- CHILD C. ——— is the third animal.
- PUPIL X. Who is the *fourth* animal?
- CHILD D. ——— is the fourth animal.
- PUPIL X. Who is the *fifth* animal?
- CHILD E. ——— is the fifth animal.
- PUPIL X. What do you *say*, animals?
- PUPIL A. I say *Bow-wow!*
- PUPIL B. I say *Me-ow!*
- PUPIL C. I say *Cluck!*
- PUPIL D. I say *Ba-a!*
- PUPIL E. I say *We-e!*
- PUPIL X. What does the *first* animal say (speaking to the pupils in their seats)?
- CHILD F. The first animal says *Bow-wow!*
- PUPIL X. What does the *second* animal say?
- CHILD G. The second animal says *Me-ow!*
- PUPIL X. What does the *third* animal say?
- CHILD H. The third animal says *Cluck!*
- PUPIL X. What does the *fourth* animal say?
- CHILD I. The fourth animal says *Ba-a!*
- PUPIL X. What does the *fifth* animal say?
- CHILD J. The fifth animal says *We-e!*
- PUPIL X. What do you *eat*, animals?
- PUPIL A. I eat *meat*.
- PUPIL B. I eat *mice* and *rats*.
- PUPIL C. I eat *corn*.
- PUPIL D. I eat *grass*.
- PUPIL E. I eat *cheese*.

- PUPIL X. What does the first animal *eat* (speaking to the pupils in their seats)?
- CHILD K. The first animal eats *meat*.
- PUPIL X. What does the *second* animal eat?
- CHILD L. The second animal eats *mice* and *rats*.
- PUPIL X. What does the *third* animal eat?
- CHILD M. The third animal eats *corn*.
- PUPIL X. What does the *fourth* animal eat?
- CHILD N. The fourth animal eats *grass*.
- PUPIL X. What does the *fifth* animal eat?
- CHILD O. The fifth animal eats *cheese*.
- PUPIL X. Tell the first animal to walk to his *seat* (speaking to the pupils in their seats).
- CHILD P. Dog, walk to your *seat*.
- PUPIL A. I am walking to my *seat*.
- PUPIL X. Tell the second animal to *run* to his seat.
- CHILD Q. Cat, *run* to your seat.
- PUPIL B. I am *running* to my seat.
- PUPIL X. Tell the third animal to *jump* to his seat.
- CHILD R. Hen, *jump* to your seat.
- PUPIL C. I am *jumping* to my seat.
- PUPIL X. Tell the fourth animal to walk *slowly* to his seat.
- CHILD S. Goat, walk *slowly* to your seat.
- PUPIL D. I am walking *slowly* to my seat.
- PUPIL X. Tell the fifth animal to walk *fast* to his seat.
- CHILD T. Rat, walk *fast* to your seat.
- PUPIL E. I am walking *fast* to my seat.

GAME XV

THE LITTLE BIRD

(To be taught after Lesson 26.)

- TEACHER. What color is this?
- PUPIL. That is *green*.

TEACHER. Of *what* does green make you think?

PUPIL A. Green makes me think of the *woods*.

(The children should line up in front of the class.)

PUPIL B. The woods make me think of *trees*.

PUPIL C. Trees make me think of *branches*.

PUPIL D. Branches make me think of *nests*.

PUPIL E. Nests make me think of *birds*.

PUPIL F. Birds make me think of *songs*.

PUPIL G. Songs make me think of *singing*.

PUPIL H. Let us *sing*.

NOTE: Let the children sing the song "Little Bird in the Tree" found on page 137:

GAME XVI

HOUSEKEEPING

(To be taught after Lesson 156.)

NEW WORDS AND EXPRESSIONS

housekeeping **furnish** **furniture**

FIRST CHILD. Let us play *housekeeping*.

SECOND CHILD. (A boy) *All* right, sisters.

I have built you a *nice* home. It is for you to *furnish* it.

FIRST CHILD. I am going to furnish the *living* room.

THIRD CHILD. I am going to furnish the *dining* room.

FOURTH CHILD. I am going to furnish the *bed* room.

FIFTH CHILD. I am going to furnish the *kitchen*.

SIXTH CHILD (A boy). I am going to buy an *automobile*.

ALL. *Good*, brother!

FIRST CHILD. Let us telephone to González *Padín*.

(She goes to the telephone.)

SEVENTH CHILD. *Number*.

(Central)

FIRST CHILD. Number ———, please.

(Central rings up González Padín.)

EIGHTH CHILD. *Hello.*

(González Padín)

FIRST CHILD. González *Padín?*

EIGHTH CHILD. *Yes.*

FIRST CHILD. ——— is speaking. I want to buy *furniture* for a living room.

EIGHTH CHILD. *All right.*

What do you want?

FIRST CHILD. I want a *table*, a *rocking chair*, a *sofa*, two *arm chairs*, a *desk* and a *piano*.

EIGHTH CHILD. *Very well.* I will *send* these to you.

FIRST CHILD. Sister ——— wants to speak to you.
Hold the line, please.

THIRD CHILD. *Hello!*

González *Padín?*

EIGHTH CHILD. *Yes.*

What can I do for you?

THIRD CHILD. I want *dining* room furniture.

EIGHTH CHILD. What *pieces* do you want?

THIRD CHILD. I want a *table*, six *chairs*, and a *china* closet.

EIGHTH CHILD. *Very well.*

I will *send* them to you.

THIRD CHILD. Sister ——— wants to speak to you.
Hold the line, please.

FOURTH CHILD. *Hello!*

EIGHTH CHILD. *Hello.*

FOURTH CHILD. I want *bed* room furniture: a *bedstead*, a *spring*, a *mattress*, a *bureau* and a *chair*.

EIGHTH CHILD. *Very well.*

FOURTH CHILD. Sister ——— wants to speak to you.
Hold the line, please.

FIFTH CHILD. *Hello.*

EIGHTH CHILD. *Hello.*

FIFTH CHILD. I want to buy something for our *kitchen*:
a *stove*, a *kettle*, a *frying pan*, and a
coffee pot.

EIGHTH CHILD. *All right.*

FIFTH CHILD. Brother ——— wants to speak to you.
Hold the line, please.

SIXTH CHILD. *Hello!*

EIGHTH CHILD. *Hello.*

SIXTH CHILD. I want a *Ford* car.

EIGHTH CHILD. We do not sell *automobiles*. Call
Sánchez Morales.

EIGHTH CHILD. (Rings up central.)

SEVENTH CHILD. *Number?*

SIXTH CHILD. Number ———, please.

NINTH CHILD. *Hello!*

SIXTH CHILD. Is this *Sánchez Morales?*

NINTH CHILD. *Yes.*

SIXTH CHILD. ——— is speaking.
I want a *Ford* car.
Have you *any* on hand?

NINTH CHILD. *Yes.* When will you *call* for it?

SIXTH CHILD. To-morrow *morning*.

NINTH CHILD. *All right.*

FIRST CHILD. What a *beautiful* home we will have!

SIXTH CHILD. What *beautiful* rides I shall give you,
sisters!

In order to obtain good results in teaching oral English three things should be taken into consideration: Pronunciation, Emphasis and Phrasing.

Pronunciation. Correct pronunciation can not be over emphasized if we wish to have the children form the habit from the start of enunciating clearly and distinctly. Slov-

only pronunciation should never be tolerated. As the proper pronunciation will be acquired by imitation, it is absolutely necessary that the teacher should learn the correct pronunciation of every word he is to teach by consulting the Vocabulary found on page 184. He should familiarize himself also with the Key to Pronunciation on page 181. The value of every diacritical mark should be known so as to be able to get the pronunciation of new words independently. Whenever possible, a continental teacher should be consulted.

Drills on the pronunciation of words should be given often. When possible, words having the same vowel sound should be grouped together. Examples: *an, and, hand, man, can; ate, cake, paste, plate, pay.*

The children should be drilled on the pronunciation of words beginning with *s*; like *school, small, smell, spoon, square, stand, etc.*, to avoid their pronouncing these words *eschool, esmall, esmell, etc.*

Words ending with *s* having the sound *z* seem difficult for most Spanish-speaking people to pronounce. This is due to the fact that the Spanish *s* does not have that sound. Such words as *cats, mats, books, cents, cups* and *coats* will cause no trouble to a Spanish-speaking child; whereas *boys, girls, apples, beans, brings* and *circles* will be pronounced with difficulty because the final *s* has the *z* sound.

It is recommended that occasionally all known words ending in *s* be separated into two groups (*s* having the sharp sound and *s* having the *z* sound) and that the pupils be drilled on the correct pronunciation of both.

There is a tendency among our children to slight the final consonant in many words. For example, they will say, *The boy pass to the bor to wri the wor han*, for *The boy passed to the board to write the word hand*. It is essential that drills on words ending in a consonant be given often.

Emphasis. Emphasis consists of Voice Inflection. The

children must be led to recognize the word in a sentence that requires this inflection if we wish to avoid the repeating of words in a monotonous sing-song tone. Furthermore, it is all important since the meaning of a sentence varies according as the emphasis falls on different words. The particular location of the emphasis can be obtained by proper questioning. Take for example the sentence *The boy put the long pencil on the table*. Note the different shades of meaning conveyed by emphasizing a certain word in the sentence:

1. *What* did the boy put on the table?

The boy put the long *pencil* on the table.

2. What *kind* of pencil did the boy put on the table?

The boy put the *long* pencil on the table.

3. *Where* did the boy put the long pencil?

The boy put the long pencil on the *table*.

4. *Who* put the long pencil on the table?

The *boy* put the long pencil on the table.

In the first question, by emphasizing *what* the teacher conveys the idea that he wants to know the name of the object that the boy put on the table. The child answers by emphasizing the word *pencil*. In the second question, the teacher wishes to know the *kind* of pencil, and the child answers by emphasizing the word *long*. In the third question, the teacher wants to know the *place*, and the child answers by emphasizing *table*. In the fourth question, the teacher wishes to know *who* it was that put the pencil on the table, and the child answers by emphasizing the word *boy*.

There are two kinds of emphasis: *Primary* and *Secondary*.

The *Primary Emphasis* is the stronger and conveys the *Central Idea* in a sentence. The *Secondary Emphasis* is not so strong as the former and conveys ideas in a sentence second in importance to those of the *Central Idea*.

We must recognize, when speaking English, three different tones of voice which, for convenience, may be called *first*,

second and *third tones*. Note the following sentence the words of which are arranged on a scale (as notes in music) according to the pitch of voice in which the word is spoken. The first line represents the *first tone*, the second line, the *second tone* and the third line the *third tone*.

pencil			
boy	put	long	table.
The	the	on	the

For convenience, the words in every lesson throughout the Manual which receive the *primary emphasis* are written in italics. A short and careful study of each sentence by the teacher will enable him to pick out the other words which are to receive the *secondary emphasis*.

Distinction must be made between the *primary emphasis* and that used to convey force. To pronounce a word loud and often accompanied with a shake of the head is not the kind of emphasis required here. To produce the proper tone the voice should be raised naturally and without effort and should not be changed.

When using an isolated sentence, or disconnected sentences, it is not always easy to tell where the emphasis should be placed, as can be seen by the sentence found above, *The boy put the long pencil on the table*. The sentence can be read in four different ways according to the meaning one wishes to give it. This is not the case when using connected or related sentences. Note where the emphasis falls in the following sentences:

- | | |
|--|---|
| <p>1. What <i>have</i> you?
I have a <i>book</i>.</p> | <p>3. How did you <i>get</i> it?
It was <i>given</i> me.</p> |
| <p>2. <i>Whose</i> book is it?
It is <i>my</i> book.</p> | <p>4. <i>Who</i> gave it to you?
<i>Mother</i> gave it to me.</p> |

In these questions and answers the emphasis should be on the words in italics and no others.

Of all the points to be emphasized in the method for teaching oral English the most difficult for the teachers is emphasis. This is due to the fact that a word or an expression is emphasized in a certain way in English while the equivalent word or expression in Spanish is emphasized in a different way. The following rules have been prepared in order to help the teachers to find the proper way to place the emphasis in certain words and expressions.

1. In reading proper names in English the family name is emphasized. Example: John *Brown*. In Spanish, it is the Christian name which is emphasized. Example: *Mercedes* Martínez.

NOTE: There is an exception to this rule. For example, if there are two brothers, John and Charles Brown, it becomes necessary to emphasize the Christian name in order to distinguish between the two. Example: Tell *John* Brown to come here.

2. Compound English nouns are read by stressing the first part. Example: *Pen*knife. In Spanish, the last noun is stressed. Example: Corta*pluma*.

3. In reading English phrases composed of a noun preceded by the article *a* we emphasize the noun. Example: A *book*. In Spanish, the article is emphasized. Example: *Un* libro.

4. English phrases composed of a preposition and a noun or pronoun are read by emphasizing the preposition. Examples: *For* you; *with* Mary. In Spanish, the noun or pronoun is emphasized. Example: Para *Ud.*; con *María*.

NOTE: "For *you*" and "with *May*" can be used but they have a different meaning. The former means "for *you*" and not "for *him*." "With *May*" means "with nobody else but *May*."

There is a tendency in Porto Rico to emphasize *it* in a phrase composed of a preposition followed by *it*, or in a phrase composed of a verb and *it*. This is wrong. In both cases, the preposition or the verb should be emphasized. Examples: *For* it; *with* it; *take* it; *read* it.

5. If an English phrase is composed of two words connected by *and* the two words are emphasized. Example: *Bread and milk; run and jump; black and white*. In Spanish, the first word and the connective are emphasized. Examples; *Pan y leche; correr y saltar; blanco y negro*. Note that black in the expression "*black and white*" comes first and that in the same expression in Spanish the order is inverted.

6. A sentence composed of a subject and a predicate is read by emphasizing the verb. Example: *He sings*. In Spanish, the subject is emphasized. Example: *Él canta*.

NOTE: *He* may be emphasized if we wish to say that it is *he* and not *she* who sings. It answers the question: *Who sings?*

7. An English compound verb is read by emphasizing the main verb. Example: *He has sung*. In Spanish, the auxiliary is emphasized. Example: *Él ha cantado*.

NOTE: *Has* may be emphasized in the answer to the order: Tell John that it is his turn to sing. *He has sung*. Or following a negation: John hasn't sung. *He has sung*.

It is customary in Porto Rico to emphasize *do, does* and *did* when asking questions when the main verb should be emphasized. We hear:

What *do* you do? Where *does* he live? When *did* he come home?

These should be read as follows:

What do you *do*? Where does he *live*? When did he come home?

Did is emphasized in a question following a series of questions like:

QUESTION. Did you go to the *plaza* last night?

ANSWER. *No*.

QUESTION. Did you go to the *post office*?

ANSWER. *No*.

QUESTION. Did you go to the *country*?

ANSWER. *No*.

QUESTION. Where *did* you go then?

ANSWER. I went to the *theater*.

8. An English sentence composed of a subject, a predicate and a direct object is read by emphasizing the direct

object. Example: He sings a *song*. In Spanish, the verb is emphasized. Example: *Él canta* una canción.

NOTE: "He *sings* a song" may be used in English but it means that he *sings* the song, and does not *play, whistle* or *hum* it.

Phrasing. Long sentences are made up of a series of related thoughts. Grouping the words expressing a thought into a phrase is called *phrasing*. Being able to phrase properly is very important since the meaning of a sentence is often obscure if it is not properly phrased. The phrases as well as the words should be recognized as units in a sentence.

The following questions and their answers should be studied carefully by every teacher in order to get an idea how to phrase properly. The phrases are separated by means of dashes.

1. What—do you see?
I see—a boy.
2. What kind—of boy—is he?
He is—a big boy.
3. Where—is the boy?
The boy—is in the street.
4. In which street—do you see him?
I see him—in Muñoz Rivera Street.
5. Where—is the ruler?
The ruler—is on the floor.
6. Who—put the ruler—on the floor?
Luis—put the ruler—on the floor.
7. What—has the boy?
The boy—has a book.
8. What—do I do?
You walk—to the door.
9. What—is the boy doing?
The boy—is running.
10. Who—are playing ball—in the street?
The boys—and girls—are playing ball—in the street.

The Voice. The proper use of the voice is a point to which a teacher should give his careful attention. Often-times teachers speak louder than is necessary and by so doing ruin their voice.

There are two kinds of tones of voice: *head tones* and *chest tones*. Head tones are high-pitched, shrill and disagreeable. Teachers should avoid using such tones. Chest tones are low-pitched, sonorous, pleasant to the ear and carry better. Teachers should train themselves in the use of chest tones and should require their pupils to speak in the same way.

Questions and Answers. Now comes the important matter of *the art of questioning*, for the success of the method depends in a large measure on the questions asked by the teacher. The questions must be such that they will bring forth the desired answers. For this reason they must be clear and direct. Involved questions are out of place in the second grade. If one studies carefully each question with its corresponding answer in the Manual one will see that the child gets most of the construction for his answer from the teacher's question or order. Very often he can answer by supplying but one word. For example:

1. Put the pen on the desk. 2. Who cleaned the board?
- I put the pen on the desk. Luisa cleaned the board.

Although this may appear to be helping the child too much, it is found to be necessary at the start to frame one's questions so as to help the pupils as much as possible.

There are two kinds of questions: *direct* and *indirect*. A *direct question* is one which can be answered by *yes* or *no*. Example: *Have you a book?* An *indirect question* is one which can not be answered by *yes* or *no*. Example: *What can you do with a pencil?*

Direct questions should be avoided by the teacher since they require very little thinking on the part of the pupils.

Another kind of question which should not be asked by the teacher is that which reveals the answer. Examples: *Is the boy standing up or sitting down? Do I close or open the door? Is the book green or black?*

A question should be asked but once unless the teacher is sure that it was not understood by the pupil.

A question which has been satisfactorily answered should not be repeated. If the question is repeated, it requires no thinking on the part of the pupils to answer and is a waste of time.

Before answering a question, a pupil should be given time to frame his answer mentally, but when ready, he should give it as a whole and not break it up into two or three parts.

Self-expression. One thing which the teachers of the primary grades should keep in mind when teaching oral English is to encourage self-expression on the part of the pupils. The *question-and-answer method* is advisable when developing a new lesson or when reviewing lessons very recently taught and not thoroughly mastered by the pupils. It is then necessary for the teacher to frame his questions with a vocabulary that will help the child to give the proper reply. This method should not be used so much when reviewing the vocabulary of lessons which the children have mastered. The pupils should then be trained to think and to express their thoughts in their own way.

In a second grade the pupils should be able to give dozens of expressions about an object. For example: I live at *home*. Mother is at *home*. Our home is on ——— Street. I *like* my home. Stop at home this *evening*.

In answer to the question: "What can you *do* for your mother?" the pupils should answer: I can *help* mother. I can sweep the *floor* for mother. I can set the *table* for mother. I can read *stories* to mother. I can buy things from the *store* for mother.

There are many lessons prepared for the teacher in this Manual where the children are supposed to express themselves without having the teacher ask questions.

Using Spanish. No doubt many teachers will ask themselves the following questions: Is it possible to teach English to second grade pupils without using Spanish? English *can* be taught in the lower grades without the use of the Spanish language. But, is it the quickest and the most satisfactory way? It is *not*. Then, comes the question: If it is advisable to use the Spanish language, to what extent may it be used?

Since the object of teaching oral English is to teach the children a speaking vocabulary of the language, it is absolutely necessary that the real meaning of each word be fully explained to the pupils. How can the children understand an explanation given them in a language unknown to them? There are cases when Spanish can be used advantageously, in fact, it *has* to be used if one wishes to hold the attention of the pupils and have them grasp the meaning of what is being taught them. For example, in teaching abstract terms like *would like*, *should do*, etc. As can be seen, it is very difficult to teach such terms without using Spanish.

There is one thing which must be impressed upon the mind of every teacher of oral English: The translation method must *not* be used. The teacher must not say: *I see a ruler; Yo veo una regla. The boy can walk; El niño puede andar. Close the door; Cierra la puerta.*

If this method is used, the pupils have to go through two superfluous mental processes: First, constructing the sentence in Spanish, and second, translating the sentence into English. The children should be trained to construct their sentences in English, which is the only way to have them learn to think in this language.

The matter of using Spanish while teaching English may be summed up thus: The teacher may use Spanish

First, when teaching abstract terms.

Second, whenever it will be a means to save time.

Third, for testing pupils at the end of some recitations to find out if the children understand the lesson.

Fourth, in giving out directions, for example, when playing games.

Fifth, when the word or expression needed at the moment has not yet been taught to the pupils, and therefore is not in their vocabulary.

As soon as a word or an expression has been taught and is understood by the children, its Spanish equivalent should not be used.

Tests. Occasionally, tests should be given to the pupils in order to find out if they have mastered what was taught them. There are two kinds of tests which may be given. First, a test on the pupils' ability to *understand* the English language—*impression*; second, a test on the pupils' speaking knowledge of the language—*expression*. If the word or expression to be reviewed is used in the question or order it is a test on *impression*. If the word or expression is not used it is a test on *expression*. Below are found the two ways of testing pupils.

Words to be reviewed: *Yardstick*, *yard*, *measure*, *measured* and *cloth*.

TEST ON IMPRESSION

TEACHER. Take the *yardstick*.

PUPIL. I take the *yardstick*.

TEACHER. How many yards *long* is the yardstick?

PUPIL. The yardstick is *one* yard long.

TEACHER. Measure the *ribbon*.

PUPIL. I am measuring the *ribbon*.

TEACHER. *Who* measured the ribbon?

PUPIL. *Luisa* measured the ribbon.

TEACHER. Measure the piece of *cloth*.

PUPIL. I am measuring the piece of *cloth*.

TEST ON EXPRESSION

TEACHER. What *have* I?

PUPIL. You have a *yardstick*.

TEACHER. How *long* is the yardstick?

PUPIL. It is a *yard* long.

TEACHER. What can you *do* with a yardstick?

PUPIL. I can *measure* with a yardstick.

TEACHER. What did I *do* to the board?

PUPIL. You *measured* the board.

TEACHER. Of *what* is my dress made?

PUPIL. Your dress is made of *cloth*.

As can be seen, the last test is much more difficult than the first. If a group of children are tested in both ways there is no doubt that they will get a lower average in the second test.

In order to be fair to all the children who are being tested the following rules should be observed:

1. The children should be called upon in the order they are seated, or in alphabetic order, and they should be asked one question each.

2. The vocabulary of the lessons (words and expressions) should come in the same order as found in the Manual.

3. A question should be asked twice if a child fails to answer the first time—that is, he should be given two chances.

4. If a child fails to answer a question the same question should not be asked of the next child as that is equivalent to giving him three chances.

5. A cross should be put down when an answer is given correctly and a zero if the answer is incorrect.

6. The per cent is found by dividing the total number of crosses by the total number of pupils examined.

THE AUTHOR

TEACHERS' MANUAL

SECOND GRADE

PART I

LESSON 1

NOTE: Lessons 1 to 20 inclusive are the review of the vocabulary of the First Grade Manual.

TEACHER. Good *morning*, children.

PUPILS. Good *morning*.

TEACHER. My name is Miss _____.

What is my name?

PUPIL. Your name is Miss _____.

TEACHER. What is *your* name?

(This question should be asked of many pupils.)

PUPIL. My name is _____.

TEACHER. What is your *father's* name?

PUPIL. My father's name is _____.

TEACHER. What is your *mother's* name?

PUPIL. My mother's name is _____.

TEACHER. Have you any *brothers*?

PUPIL. I have *one* brother.

TEACHER. What is *his* name?

PUPIL. His name is _____.

TEACHER. Have you any *sisters*?

PUPIL. I have *two* sisters.

TEACHER. What are *their* names?

PUPIL. Their names are _____ and _____.

TEACHER. *Who* has a brother in this room?

PUPIL. *I* have.

TEACHER. *Who* is your brother?

PUPIL. *This* is my brother.

TEACHER. Who has a *sister* in the room?

PUPIL. *I*.

TEACHER. Where *is* she?

PUPIL. She is *there*.

TEACHER. What is the name of your *school*?

PUPIL. The name of our school is ———.

TEACHER. What do you *see*?

PUPIL. I see a *boy* and a *girl*.

LESSON 2

TEACHER. What *have* I?

PUPIL. You have a *pencil* and a *ruler*.

TEACHER. *Where* are the book and the pen?

PUPIL. The book and the pen are in the *box*.

TEACHER. What *color* is the board?

PUPIL. The board is *black*.

TEACHER. *Where* is the crayon?

PUPIL. The crayon is on the *desk*.

TEACHER. Where are the *chair* and the *table*?

PUPIL. The chair and the table are on the *floor*.

TEACHER. What am I *doing*?

PUPIL. You are closing the *door*.

TEACHER. What am I doing *now*?

PUPIL. You are opening the *window*.

TEACHER. *Where* is the picture?

PUPIL. The picture is on the *wall*.

TEACHER. *X*, come to *me* and *Y*, go to the *door*.

What are *X* and *Y* *doing*?

PUPIL. *X* is coming to *you* and *Y* is going to the *door*.

LESSON 3

TEACHER. Walk with me *around* the room.

PUPIL. I am walking with you *around* the room.

TEACHER. *Who* is walking around the room with me?

PUPIL. *X* is walking around the room with you.

TEACHER. *Who* can run and jump over the ruler?

PUPIL. *Y* can run and jump over the ruler.

TEACHER. What am I *doing*?

PUPIL. You are taking the *pointer*.

TEACHER. To *whom* am I giving the pointer?

PUPIL. You are giving the pointer to the *girl*.

TEACHER. What am I *doing*?

PUPIL. You are putting on your *hat*.

TEACHER. And *now*?

PUPIL. You are taking it *off*.

TEACHER. *Where* is the sheet of paper?

PUPIL. The sheet of paper is under the *book*.

TEACHER. To *whom* did I bring the eraser?

PUPIL. You brought the eraser to *Z*.

TEACHER. From *what* am I taking some ink?

PUPIL. You are taking some ink from the *ink* bottle.

TEACHER. Into *what* am I putting the ink?

PUPIL. You are putting the ink into the *ink* bottle.

LESSON 4

TEACHER. To *what* am I pointing?

PUPIL. You are pointing to the *basket*.

TEACHER. What am I *showing* you?

PUPIL. You are showing me your *pencil*.

TEACHER. Where are you *sitting*?

PUPIL. I am sitting in my *seat*.

TEACHER. What *am* I?

PUPIL. You are a *teacher*.

TEACHER. What are *you*?

PUPIL. I am a *pupil*.

TEACHER. What *color* is the ribbon?

PUPIL. The ribbon is *orange*.

TEACHER. What color is the *circle*?

PUPIL. The circle is *yellow*.

TEACHER. What color is the *board*?

PUPIL. The board is *black*.

TEACHER. What color is the *triangle*?

PUPIL. The triangle is *violet*.

TEACHER. What color is the *grass*?

PUPIL. The grass is *green*.

TEACHER. What are the colors of our *flag*?

PUPIL. The colors of our flag are *red, white* and *blue*.

TEACHER. Let us sing a *song*.

What song do you want to sing?

PUPIL. ———.

TEACHER. What *kind* of a song did we sing?

PUPIL. We sang a *pretty (beautiful, good)* song.

LESSON 5

TEACHER. *Who* has a suit?

PUPIL. *X* has a suit.

TEACHER. *Who* has a *dress*?

PUPIL. *Y* has a dress.

TEACHER. Count the *doors*.

PUPIL. *One, two, etc.*

TEACHER. How *many* doors has our schoolroom?

PUPIL. Our schoolroom has ——— doors.

TEACHER. How many *windows* has it?

PUPIL. It has ——— windows.

TEACHER. What am I *doing*?

PUPIL. You are going *out* of the room.

TEACHER. What am I doing *now*?

PUPIL. You are coming *in*.

TEACHER. *Who* has a coat and trousers?

PUPIL. X has a coat and trousers.

TEACHER. Who has a *blouse* and who has a *shirt*?

PUPIL. Y has a blouse and Z has a *shirt*.

TEACHER. What *have* I?

PUPIL. You have a *cap*.

TEACHER. *Who* has a black tie?

PUPIL. The *boy* has a black tie.

TEACHER. What kind of *stockings* has the girl?

PUPIL. The girl has *long* stockings.

TEACHER. What do you *see*?

PUPIL. I see *socks*.

TEACHER. What *have* you on your feet?

PUPIL. I have *shoes* on my feet.

LESSON 6

(Point to the different parts of your body and ask but once:)

TEACHER. What *is* this?

PUPIL A. That is your *head*.

PUPIL B. That is your *body*.

PUPIL C. That is your *hair*.

PUPIL D. That is your *nose*.

PUPIL E. That is your *mouth*.

PUPIL F. That is your *neck*.

PUPIL G. That is your *face*.

TEACHER. What do you *see*?

PUPIL H. I see your *arms*.

PUPIL I. I see your *legs*.

PUPIL J. I see your *ears*.

PUPIL K. I see your *hands*.

PUPIL L. I see your *feet*.

PUPIL M. I see your *teeth*.

PUPIL N. I see your *eyes*.

TEACHER. What can you *do* with your mouth?

PUPIL. I can *eat* with my mouth.

TEACHER. *What* do you like to eat?

PUPIL. I like to eat *candy*.

TEACHER. What can you do with your *nose*?

PUPIL. I can *smell* with my nose.

TEACHER. With *what* do you hear?

PUPIL. I hear with my *ears*.

TEACHER. What do you *drink*?

PUPIL. I drink *water*.

TEACHER. What am I *doing*?

PUPIL. You are pouring some water into the *basin*.

TEACHER. Wash your *hands* and tell us with *what* you are doing it.

PUPIL. I am washing my hands with *soap* and *water*.

TEACHER. What *kind* of water was there in the basin?

PUPIL. There was *clean* water in the basin.

TEACHER. How is the water *now*?

PUPIL. The water is *dirty*.

TEACHER. What am I *doing*?

PUPIL. You are pouring *out* the water.

TEACHER. What do you *want* to wipe your hands?

PUPIL. I want a *towel*.

LESSON 7

TEACHER. *Who* wrote the words on the board?

PUPIL. *You* wrote the words on the board.

TEACHER. *Read* them.

PUPIL. ———, ———.

TEACHER. With *what* can you erase the words?

PUPIL. I can erase the words with an *eraser*.

TEACHER. What *kind* of boys are X and Y?

PUPIL. X is a *little* boy and Y is a *big* boy.

TEACHER. *Who* is a large girl and who is a *small* girl?

PUPIL. X is a large girl and Y is a *small* girl.

TEACHER. In front of *whom* am I standing?

PUPIL. You are standing in front of Z.

TEACHER. Who is *behind* me?

PUPIL. Z is behind you.

TEACHER. What *word* is above the word "casa"?

PUPIL. The word "*sala*" is above the word "casa."

TEACHER. *Where* is the word "casa"?

PUPIL. The word "casa" is *below* the word "sala."

TEACHER. *Who* is standing at my left?

PUPIL. The *boy* is standing at your left.

TEACHER. Who is standing at my *right*?

PUPIL. The *girl* is standing at your right.

TEACHER. What *kind* of line can you draw?

PUPIL. I can draw a *straight* line.

LESSON 8

TEACHER. *All* stand and form a *straight* line.

Be *seated*.

Look at this *picture* and tell me what you *see*.

PUPIL. I see ———.

TEACHER. *Who* is here and who is *there* at the door?

PUPIL. I am here and ——— is *there* at the door.

TEACHER. What *is* she and what is *he*?

PUPIL. She is a *girl* and he is a *boy*.

TEACHER. *Whose* pencil did I give him?

PUPIL. You gave him *your* pencil.

TEACHER. *Whose* book has *she*?

PUPIL. She has *her* book.

TEACHER. I am taking *something* from my desk.

What *is* it?

PUPIL. It is a *ruler*.

TEACHER. *Where* are you?

PUPIL. We are in our *seats*.

TEACHER. Ask the boy a *question*.

PUPIL. ———?

TEACHER. *Answer* it.

PUPIL. ———.

TEACHER. *Who* has something in his hands?

PUPIL. ——— has something in his hands.

TEACHER. Have I *anything* in my right hand?

PUPIL. You have *nothing* in your right hand.

TEACHER. What do you *speak* in school?

PUPIL. I speak *English* and *Spanish*.

TEACHER. What do you speak at *home*?

PUPIL. I speak *Spanish* at home.

LESSON 9

TEACHER. *Walk*.

What does he *do*?

PUPIL. He *walks*.

TEACHER. What is he *doing*?

PUPIL. He is *walking*.

TEACHER. *Be seated*.

What did you *do*?

PUPIL. I *walked*.

TEACHER. *Jump over* the ruler.

PUPIL. I am jumping *over* the ruler.

TEACHER. What is he *doing* over the ruler?

PUPIL. He is *jumping* over the ruler.

TEACHER. *Stop jumping*.

What did he *do*?

PUPIL. He jumped *over* the ruler.

TEACHER. *Run around* my *desk*.

PUPIL. I am running around your *desk*.

TEACHER. What does he *do* around my desk?

PUPIL. He *runs* around your desk.

TEACHER. *Be seated*.

Around *whose* desk did he run?

PUPIL. He ran around *your* desk.

TEACHER. Sing the song ———.

What does she *do*?

PUPIL. She *sings*.

TEACHER. What *song* is she singing?

PUPIL. She is singing ———.

TEACHER. *Stop* singing.

What did you *do*?

PUPIL. I *sang*.

LESSON 10

TEACHER. X, stand *here* at my desk.

Come to *him*.

What are you *doing*?

PUPIL. I am coming to *him*.

TEACHER. What does Y *do*, X?

PUPIL. Y comes to *me*.

TEACHER. What did you *do*?

PUPIL. I came to X.

TEACHER. Go to your *seat*.

PUPIL. I am going to my *seat*.

TEACHER. To *what* seat does Y go?

PUPIL. Y goes to *his* seat.

TEACHER. *Where* did he go?

PUPIL. He went to his *seat*.

TEACHER. Take my ruler to Z.

PUPIL. I am taking your ruler to Z.

TEACHER. *What* does she take to Z?

PUPIL. She takes your *ruler* to Z.

TEACHER. *Whose* ruler did she take to Z?

PUPIL. She took *your* ruler to Z.

TEACHER. Give the girl my *book*.

What is she giving to the girl?

PUPIL. She is giving the girl your *book*.

TEACHER. *Whose* book does she give to the girl?

PUPIL. She gives *your* book to the girl.

TEACHER. *Who* gave the girl my ruler?

PUPIL. I gave the girl your ruler.

LESSON 11

TEACHER. What are you *doing* in your seat?

PUPIL. I am *sitting* in my seat.

TEACHER. *Who* sits in her seat?

PUPIL. X sits in her seat.

TEACHER. *Who* sat on my chair?

PUPIL. *You* sat on your chair.

TEACHER. Turn to *me*.

PUPIL. I am turning to *you*.

TEACHER. *Who* turns to me?

PUPIL. Y turns to you.

TEACHER. What did Y *do*?

PUPIL. Y turned to *you*.

TEACHER. *Stand*.

PUPIL. I am *standing*.

TEACHER. What does Y *do*?

PUPIL. Y *stands*.

TEACHER. Be *seated*.

What did Y *do*?

PUPIL. Y *stood*.

TEACHER. Bring me your *pencil*.

PUPIL. I am bringing you my *pencil*.

TEACHER. *What* pencil does Z bring me?

PUPIL. Z brings you *his* pencil.

TEACHER. *What* did you bring me?

PUPIL. I brought you my *pencil*.

LESSON 12

TEACHER. Look at the *board*.

At *what* does he look?

PUPIL. He looks at the *board*.

TEACHER. At *what* is he looking?

PUPIL. He is looking at the *board*.

TEACHER. What does he *see*?

PUPIL. He sees a *word*.

TEACHER. *What* word are you seeing?

PUPIL. I am seeing the word "*silla*."

TEACHER. Tell the class *what* word you saw.

PUPIL. I saw the word "*silla*."

TEACHER. Point to the *window*.

PUPIL. I am pointing to the *window*.

TEACHER. *What* does she *do*?

PUPIL. She points to the *window*.

TEACHER. Be *seated*.

What did she *do*?

PUPIL. She pointed to the *window*.

TEACHER. Show me a *picture* in your book.

What does he *do*?

PUPIL. He shows you a *picture* in his book.

TEACHER. To *whom* is he showing a picture?

PUPIL. He is showing *you* a picture.

TEACHER. *What* did you show me?

PUPIL. I showed you a *picture*.

TEACHER. Say *something* to a girl.

What is she saying to the girl?

PUPIL. She is saying *something* to the girl.

TEACHER. *What* does she *do*?

PUPIL. She says *something* to the girl.

TEACHER. *What* did you *do*?

PUPIL. I said *something* to the girl.

TEACHER. Tell the boy what you can *do* with a pencil.

What does he tell the boy?

PUPIL. He tells the boy what he can *do* with a pencil.

TEACHER. *Who* is telling the boy what he can do with a pencil?

PUPIL. X is telling the boy what he can do with a pencil.

TEACHER. *What* did X tell the boy?

PUPIL. X told the boy what he can *do* with a pencil.

(Have a girl sing.)

LESSON 13

TEACHER. *Listen.*

To *whom* are you listening?

PUPIL. I am listening to the *girl*.

TEACHER. *Who* listens to the girl?

PUPIL. *Y* listens to the girl.

TEACHER. What did you *do*?

PUPIL. I *listened* to the girl.

TEACHER. What can you *do* with your ears?

PUPIL. I can *hear* with my ears.

TEACHER. What does she *do* with her ears?

PUPIL. She *hears* with her ears.

TEACHER. Ask the boy a *question*.

What does *Z* *do*?

PUPIL. *Z* asks the boy a *question*.

TEACHER. *Whom* is *Z* asking a question?

PUPIL. *Z* is asking the *boy* a question.

TEACHER. What did you *do*?

PUPIL. I asked the boy a *question*.

TEACHER. *Answer* the question.

Whom does he answer?

PUPIL. He answers *Z*.

TEACHER. *Who* is answering *Z*?

PUPIL. The *boy* is answering *Z*.

TEACHER. What did you *do*?

PUPIL. I *answered* *Z*.

TEACHER. *Repeat* the question.

What does he repeat?

PUPIL. He repeats the *question*.

TEACHER. What is he *doing*?

PUPIL. He is *repeating* the question.

TEACHER. What did he *do*?

PUPIL. He *repeated* the question.

TEACHER. What am I *doing*?

PUPIL. You are *reading*.

TEACHER. *Tell* the class what I do.

PUPIL. Miss ——— *reads*.

TEACHER. From *what* did I read?

PUPIL. You read from the *book*.

LESSON 14

TEACHER. *Distribute* the papers.

PUPIL. I am *distributing* the papers.

TEACHER. *What* does X distribute?

PUPIL. X distributes the *papers*.

TEACHER. *What* did X *do*?

PUPIL. X *distributed* the papers.

TEACHER. Write your *names*.

What are they *doing*?

PUPIL. They are writing their *names*.

TEACHER. *What* does Y do?

PUPIL. Y writes his *name*.

TEACHER. *What* did they *do*?

PUPIL. They wrote their *names*.

TEACHER. *Collect* the papers.

PUPIL. I am *collecting* the papers.

TEACHER. *What* does she *do*?

PUPIL. She *collects* the papers.

TEACHER. *What* did she *do*?

PUPIL. She *collected* the papers.

TEACHER. *Count* the papers.

What does she count?

PUPIL. She counts the *papers*.

TEACHER. *What* is she *doing* to the papers?

PUPIL. She is *counting* the papers.

TEACHER. *What* did she *do*?

PUPIL. She *counted* the papers.

TEACHER. *Eat* the candy.

What are you eating?

PUPIL. I am eating *candy*.

TEACHER. What does Z *eat*?

PUPIL. Z eats *candy*.

TEACHER. *What* did you eat?

PUPIL. I ate *candy*.

TEACHER. Drink some *water*.

What does Z *do*?

PUPIL. Z drinks *water*.

TEACHER. What is Z *doing*?

PUPIL. Z is drinking *water*.

TEACHER. *What* did he drink?

PUPIL. He drank *water*.

TEACHER. Smell the *flower*.

What does he *do* with the flower?

PUPIL. He *smells* the flower.

TEACHER. *What* is he smelling?

PUPIL. He is smelling the *flower*.

TEACHER. *Who* smelled the flower?

PUPIL. The *boy* smelled the flower.

LESSON 15

TEACHER. Speak *English* to X.

What does he speak?

PUPIL. He speaks *English*.

TEACHER. To *whom* is he speaking English?

PUPIL. He is speaking English to X.

TEACHER. To *whom* did you speak English?

PUPIL. I spoke English to X.

TEACHER. *Close* and *open* the door.

PUPIL. I am *closing* and *opening* the door.

TEACHER. What does Y *do*?

PUPIL. Y *closes* and *opens* the door.

TEACHER. What did Y *do*?

PUPIL. Y *closed* and *opened* the door.

TEACHER. What am I *drawing*?

PUPIL. You are drawing a *table*.

TEACHER. *Tell* the class what I draw.

PUPIL. Miss —— draws a *table*.

TEACHER. What did I *do*?

PUPIL. You drew a *table*.

TEACHER. What am I *putting* to the table?

PUPIL. You are putting *legs* to the table.

TEACHER. Tell the class *who* puts legs to the table.

PUPIL. Miss —— puts legs to the table.

TEACHER. What did I *put* to the table?

PUPIL. You put *legs* to the table.

TEACHER. *Rise*.

PUPIL. I am *rising*.

TEACHER. *Who* rises?

PUPIL. *Z* rises.

TEACHER. From *what* did you rise?

PUPIL. I rose from my *seat*.

TEACHER. *Whom* are you facing?

PUPIL. I am facing *you*.

TEACHER. *Who* faces me?

PUPIL. *Z* faces you.

TEACHER. Be *seated*.

Whom did *Z* face?

PUPIL. *Z* faced *you*.

LESSON 16

(Call the names of a few pupils.)

TEACHER. Form a *straight* line.

What *kind* of line are you forming?

PUPIL. We are forming a *straight* line.

TEACHER. Pass *out*.

What are they *doing*?

PUPIL. They are passing *out*.

TEACHER. All take your *seats*.

What *kind* of line did they form?

PUPIL. They formed a *straight* line.

TEACHER. What did they *do*?

PUPIL. They passed *out*.

TEACHER. Erase the *words* from the board.

PUPIL. I am erasing the *words* from the board.

TEACHER. *Who* erases the words from the board?

PUPIL. *X* erases the words from the board.

TEACHER. *What* did *X* erase from the board?

PUPIL. *X* erased the *words* from the board.

TEACHER. Wash your *hands*.

PUPIL. I am washing my *hands*.

TEACHER. *Who* washes his hands?

PUPIL. *Y* washes his hands.

TEACHER. What did *Y* *do*?

PUPIL. *Y* washed his *hands*.

TEACHER. *Wipe* your hands.

What is *Y* *doing*?

PUPIL. *Y* is *wiping* his hands.

TEACHER. With *what* does *Y* wipe his hands?

PUPIL. *Y* wipes his hands with the *towel*.

TEACHER. What did he *do* with the towel?

PUPIL. He *wiped* his hands with the towel.

TEACHER. Pour *out* the dirty water.

What does *Z* *do*?

PUPIL. *Z* pours *out* the dirty water.

TEACHER. What is *Z* *doing*?

PUPIL. *Z* is pouring *out* the dirty water.

TEACHER. What *kind* of water did *Z* pour out?

PUPIL. *Z* poured out *dirty* water.

NOTE: The three forms of verbs: the *progressive present*, the *third person singular present indicative* and the *past*, should be emphasized during the whole second year of English. In order to master these forms of verbs, exercises like the following will be found helpful:

EXERCISE 1

A child performs several actions and the children tell what he does. For example: A pupil walks, runs, jumps, closes the door, etc. and the rest of the class say:

- PUPIL A. He *walks*.
PUPIL B. He *runs*.
PUPIL C. He *jumps*.
PUPIL D. He closes the *door*.

EXERCISE 2

A pupil performs different actions and the other pupils tell what the child is doing.

- PUPIL A. She is writing on the *board*.
PUPIL B. She is erasing the *words* from the board.
PUPIL C. She is closing the *window*.
PUPIL D. She is *opening* the window.
PUPIL E. She is going to her *seat*.

EXERCISE 3

A child performs several actions and when finished the rest of the class tell what he did.

- PUPIL A. He poured water into the *basin*.
PUPIL B. He washed his *hands*.
PUPIL C. He *wiped* his hands.
PUPIL D. He poured *out* the water.

EXERCISE 4

A child performs an action and three pupils tell the rest of the class the following:

- PUPIL A. X reads from his *book*.
PUPIL B. X is reading from his *book*.
PUPIL C. X read from his *book*.

EXERCISE 5

Three children stand in front of the class. A fourth child performs an action. The three pupils standing ask the other pupils the following questions:

- PUPIL A. What does he *do*?
PUPIL. He *draws* on the board.
PUPIL B. What is he *doing*?
PUPIL. He is *drawing* on the board.
PUPIL C. What did he *do*?
PUPIL. He *drew* on the board.

The teacher will note that the present form of verbs is excluded in these exercises. The reason is obvious. We never use this form when speaking English. In Spanish it can be done. For example, one can say: *Escribo una carta*; or *Estoy escribiendo una carta*. In English only the progressive-present form is used: *I am writing a letter*.

The present form of verbs is properly used, however, in expressions like the following: *I come to school every day*. *I learn English in school*. *I read Spanish*.

The present form of verbs like: *I read*; *I play*; *I run*; etc. is not used throughout the Manual. The teacher should always frame his questions in such a way as to avoid having his pupils use this form in their answer.

LESSON 17

(Review the progressive-present, the third-person-singular-present-indicative and the past-tense forms of the following verbs, using exercises like those found in Lesson 9: *throw*, *pick up*, *catch*, *play*, *sweep*, *dust*, *taste*, *like*.)

LESSON 18

TEACHER. Have you a *brother*?

PUPIL. *Yes*.

TEACHER. Have you a *sister*?

PUPIL. *No*.

TEACHER. Have you a *father*?

PUPIL. *I have*.

TEACHER. *Who* has none?

PUPIL. *I have none*.

TEACHER. Can you take the *picture* from the wall?

PUPIL. *I can not*.

TEACHER. Bring me a *book*.

For *whom* is the book?

PUPIL. The book is for *you*.

TEACHER. Ask X if he can speak *English*.

PUPIL. Can you speak *English*?

PUPIL X. *Yes*.

Yes, I can.

I can.

TEACHER. Count to *ten*.

PUPIL. *One, two, etc.*

TEACHER. With *what* do you sweep the floor?

PUPIL. I sweep the floor with a *broom*.

TEACHER. With *what* do you *dust*?

PUPIL. I dust with a *dust* cloth.

LESSON 19

(Have the pupils use *an* before the words they know which begin with a vowel sound.)

PUPIL. An *ear*.

An *answer*.

An *arm*.

An *eraser*.

An *eye*.

An *ink* bottle.

An *English* book.

An *automobile*.

An *apple*.

An *orange*.

An *egg*.

An *old* man.

LESSON 20

TEACHER. What *fruit* do you like?

PUPIL. I like *bananas, oranges, apples* and *guavas*.

TEACHER. Give me the name of something *sour*.

PUPIL. A *green* pineapple.

TEACHER. How does a ripe orange *taste*?

PUPIL. A ripe orange tastes *sweet*.

TEACHER. Name one *good* thing and one *bad* thing.

PUPIL. A sweet apple is *good* and a sour pineapple is *bad*.

TEACHER. *Who* does good work in school and who does *poor* work?

PUPIL. *X* does good work and *Y* does *poor* work.

TEACHER. *How* is this work done?

PUPIL. That work is *well* done.

TEACHER. What do you *see* in the picture?

PUPIL. I see a *church* and a *house*.

TEACHER. Name a street with *trees*.

PUPIL. ——— Street.

TEACHER. In what *town* do you live?

PUPIL. I live in ———.

TEACHER. *Who* is a woman and who is a *man*?

PUPIL. ——— is a woman and ——— is a *man*.

TEACHER. Give me the names of two *men* and two *women*.

PUPIL. ———, ———; ———, ———.

TEACHER. What do you *want* with a carriage?

PUPIL. I want a *horse* with a carriage.

TEACHER. In *what* can you take a ride?

PUPIL. I can take a ride in a *car* (or *automobile*).

TEACHER. What does the cow *give* us?

PUPIL. The cow gives us *milk*.

TEACHER. What does the *hen* give us?

PUPIL. The hen gives us *eggs*.

TEACHER. What does the hen *do* on her eggs?

PUPIL. The hen *sits* on her eggs.

TEACHER. What comes *out* of the eggs?

PUPIL. *Chickens* come out of the eggs.

TEACHER. What *animals* live in the house?

PUPIL. *Dogs* and *cats* live in the house.

TEACHER. What do you *see* in the sky?

PUPIL. I see the *sun* and some *clouds*.

TEACHER. What kind of doll *is* this?

PUPIL. That is a *pretty* doll.

TEACHER. *Who* has a new book and who has an *old* book?

PUPIL. ——— has a new book and ——— has an *old* book.

LESSON 21

NEW WORDS

home living room sofa

NOTE: Home is the place where one lives, whether it is owned or rented. A person can speak of *my house* if he owns the place. His child can say *at home*, *at the house* or *at our home*, but not "*at my house*."

TEACHER. See this *house*.

X *lives* there.

It is his *home*.

Whose home is it?

PUPIL. It is X's home.

TEACHER. Where is *your* home?

PUPIL. My home is on ——— Street.

TEACHER. *Whose* house is it?

PUPIL. It is Mr. Y's house.

It is my *father's* house.

(Fix a living room on your sand table or show the children the picture of a living room. Still better, fix a corner of your room as a living room.)

TEACHER. People *live* in this room.

It is a *living* room.

What *kind* of a living room have you at home?

PUPIL. We have a *large* living room.

TEACHER. This is a *sofa*.

We have a sofa at home.

What is a sofa *good* for?

PUPIL. A sofa is good to *sit* on.

TEACHER. *Where* is the sofa?

PUPIL. The sofa is in the *living* room.

LESSON 22

REVIEW

TEACHER. What do you, your father, mother, brothers and sisters *do* in your living room?

PUPIL. We *sit* in our living room.
 We *read* in our living room.
 We *speak* in our living room.
 We *play* in our living room.
 We *sing* in our living room.
 We sit down on the *sofa*.

NEW WORDS

rocking chair lamp rug

NOTE: We sit **IN** a chair which has arms and **ON** a chair if it is without arms. An **ARM CHAIR** has arms but no rockers. The teacher may teach the term if he wishes. Instead of *lamp*, *electric light* may be taught.

TEACHER. I am sitting in a *rocking* chair.
 Whose is it?

PUPIL. It is X's rocking chair.

TEACHER. *Where* do we have rocking chairs?

PUPIL. We have rocking chairs in the *living* room.

TEACHER. There is a *lamp* on the table.
 What *kind* of lamp is it?

PUPIL. It is a ——— lamp.

TEACHER. There is a *rug* on the floor.
 What is there on the rug?

PUPIL. There is a *table* on the rug.

TEACHER. What *else* do you see on the rug?

PUPIL. I see *chairs* on the rug.

LESSON 23

REVIEW

TEACHER. What can you *see* going home from school?

PUPIL. I can see *houses*, *automobiles*, *trees*, etc.

NEW WORDS

piano

knock (n. and v.)

visitor

visit (v.)

TEACHER. There is a *piano* in the living room.

Who has a piano?

PUPIL. *X* has a piano.

TEACHER. Who can *play* the piano?

PUPIL. *Y* can play.

TEACHER. I *knock* at the door.

Who knocks at the door?

PUPIL. *You* knock at the door.

TEACHER. *What* am I doing?

PUPIL. You are *knocking* at the door.

TEACHER. I *knocked* at the door.

What did I do?

PUPIL. You *knocked* at the door.

TEACHER. Go *out*, close the *door* and *knock* at the door.

I hear a *knock* at the door.

Who is knocking at the door?

PUPIL. *Z* is knocking at the door.

(Open the door and receive the pupil as if a stranger was coming to make a visit.)

TEACHER. Good *morning*, Mr. ———.

(Turn toward the children.)

Mr. ——— is a *visitor*.

We are going to have a *visitor*.

He is going to *visit* us.

Be *seated*.

Do you like our *school*?

PUPIL. Yes, I *do*.

TEACHER. *Who* is our visitor?

PUPIL. Mr. ——— is our visitor.

TEACHER. *Who* visits us?

PUPIL. Mr. ——— visits us.

TEACHER. *Who* visited us?

PUPIL. Mr. ——— visited us.

LESSON 24

REVIEW

TEACHER. What can you see in a living room?

PUPIL. I can see a *piano*, a *table*, some *chairs*, etc.

(Review LESSON 23.)

NEW WORDS AND EXPRESSIONS

please	How are you? or How do you do?
thank you	I am well.

TEACHER. Please erase the *words* from the board.

(When the child has finished, say:)

I *thank* you.

Close the *door*, please.

Thank you.

NOTE: Little time need be taken to teach *please* and *thank you*, as these shall be used from now on every time the teacher asks a favor of the pupils.

TEACHER. X, you are a *visitor*.

You are to make us a *visit*.

Go *out* of the room and *knock* at the door.

What do you *hear*?

PUPIL. I hear a *knock*.

TEACHER. *Who* is at the door?

PUPIL. A *visitor* is at the door.

(Open the door.)

Good *morning*, Mr. ———.

PUPIL. Good *morning*, Miss ———.

TEACHER. How *are* you?

PUPIL. I am *well*, *thank* you.

How *are* you?

TEACHER. *Well*, I *thank* you.

Take a *chair*.

PUPIL. *Thank* you.

(Sit down near the visitor and keep up a simple conversation with him. After he has gone ask the pupils:)

TEACHER. *Who* was our visitor?

PUPIL. *X* was our visitor.

TEACHER. What did he *do*?

PUPIL. He *knocked* at the door.

TEACHER. What did *I* do?

PUPIL. You *opened* the door.

TEACHER. What did *I* say?

PUPIL. You said, "Good *morning*, Mr. ———."

TEACHER. What did *he* say?

PUPIL. He said, "Good *morning*, Miss ———."

TEACHER. Then, what did *I* say?

PUPIL. You said, "How *are* you?"

TEACHER. What did he *answer*?

PUPIL. He answered, "I am *well*, thank you."

LESSON 25

REVIEW

(Review *visitor*, *visit*, *knock*, *please*, *Thank you*, *How are you?* and *I am well*.)

NEW EXPRESSIONS

shake hands

I am glad to meet you.

present or introduce

I am pleased to meet you.

TEACHER. I *shake* hands with you.

We are *shaking* hands.

Shake hands with X.

What are you *doing*?

PUPIL. I am *shaking* hands.

TEACHER. With *whom* is Y shaking hands?

PUPIL. Y is shaking with X.

TEACHER. What are X and Y *doing*?

PUPIL. X and Y are *shaking* hands.

(Play that one of the girls is a stranger and that you introduce her to the pupils.)

TEACHER. Children, this is Miss ———.

MISS ———. Good *morning*, children (bowing her head gently).

PUPILS. Good *morning*.

TEACHER. Miss ———, let me *introduce* (or *present*) you my pupil, X.

MISS ———. I am pleased (or glad) to *meet* you.

PUPIL. *Thank* you. I am glad (or pleased) to meet *you*.

MISS ———. I *thank* you.

LESSON 26

REVIEW

(Let X be the mistress of the house. You are making her a visit. Y, whom you do not know, will come in to make a brief visit (or call) on X. You and X are sitting down speaking.)

TEACHER. X is at *home*.

I am *visiting* her.

Y is to visit X.

Y, go *out* and *knock* at the door.

(A knock is heard.)

PUPIL X. I hear a *knock*.

Some one is at the door.

(She goes and opens the door.)

How do you *do*, Miss ———?

PUPIL Y. I am *well*, *thank* you.

How do *you* do?

PUPIL X. *Well*, *thank* you.

I am glad to *see* you.

PUPIL Y. *Thank* you.

PUPIL X. Miss ———, *meet* Miss Y.

TEACHER. I am pleased to *meet* you (shaking hands).

PUPIL Y. *Thank* you. I am glad to *meet* *you*.

PUPIL X. Be *seated*, please.

(A conversation is kept up.)

NEW WORDS

shook hands met

TEACHER. I *shook* hands with Miss Y.*Who* shook hands with me?

PUPIL. Miss Y shook hands with you.

TEACHER. I met Miss Y at Miss X's.

Where did we meet?

PUPIL. You met at Miss X's.

NOTE: Instead of saying: At Miss Brown's home, one can say: At Miss Brown's.

LESSON 27

REVIEW

(Make a visit similar to the one found in Lesson 165.)

NEW WORDS

again good-by

TEACHER. Come to *me* and then go to your *seat*.Come *again* to me.What are you *doing*?PUPIL. I am coming *again* to you.TEACHER. X is going *home*.*Good-by*, X.PUPIL. *Good-by*, Miss ———.

(Have a pupil visit you. When he goes say:)

TEACHER. *Good-by*, ———.PUPIL. *Good-by*, Miss ———.TEACHER. Come *again*.PUPIL. *Thank* you.

NOTE: Good-by is used when people part, never when they meet.

The making of visits is a very good and interesting exercise if the children ask one another original questions and not a certain set of questions previously memorized.

LESSON 28

REVIEW

(Have two children make a visit on two other children.)

NEW WORDS

doll new old pretty

TEACHER. This is a *doll*.

What do you *see*?

PUPIL. I see a *doll*.

TEACHER. *Who* has the doll?

PUPIL. *You* have the doll.

TEACHER. It is a *new* doll.

This doll is *old*.

Take the *new* doll and show it to the *children*.

Ask *questions* of the children.

(The child asks questions to the class.)

TEACHER. Who has an *old* book?

PUPIL. *X* has an old book.

TEACHER. Who has a *new* book?

PUPIL. *I* have a new book.

TEACHER. This is a *pretty* doll.

This is *not* a pretty doll.

Who has a pretty *dress*?

PUPIL. *Y* has a pretty dress.

TEACHER. What kind of *picture* is this?

PUPIL. That is a *pretty* picture.

LESSON 29

REVIEW

(Review *doll*, *new*, *old* and *pretty*.)

NEW WORDS

dining room china closet

TEACHER. This is a *dining* room.

What do we *do* in a dining room?

PUPIL. We *eat* in a dining room.

TEACHER. What do you *see* in the dining room?

PUPIL. I see a *table*.

I see some *chairs*.

I see a *rug* on the floor.

TEACHER. *Where* are the chairs?

PUPIL. The chairs are around the *table*.

TEACHER. This is a *china* closet.

Where is the china closet?

PUPIL. The china closet is in the *dining* room.

LESSON 30

REVIEW

TEACHER. *Who* has a dining room at home?

PUPIL. We have a dining room at home.

TEACHER. What *have* you in your dining room?

PUPIL. We have a *table*, *six* chairs, a *china* closet, etc.

TEACHER. What do you *do* in your dining room?

PUPIL. We *eat* in our dining room.

NOTE: The pupils should tell the exact furniture they have in their homes and not name imaginary pieces.

NEW WORDS

dishes

table cloth

napkin

TEACHER. These are *dishes*.

Where are the dishes?

PUPIL. The dishes are on the *table*.

TEACHER. What do you see in the *china* closet?

PUPIL. I see *dishes* in the china closet.

TEACHER. From *what* do we eat?

PUPIL. We eat from *dishes*.

TEACHER. This is a *table* cloth.

What *color* is the table cloth?

PUPIL. The table cloth is *white*.

TEACHER. Put the table cloth on the *table*.
What are you *doing*?

PUPIL. I am putting the table cloth on the *table*.

TEACHER. I have a *napkin*.

What am I *doing* with the napkin?

PUPIL. You are wiping your *mouth* with the napkin.

TEACHER. *What* did I do with the napkin?

PUPIL. You wiped your *mouth* with the napkin.

TEACHER. *Where* is the napkin?

PUPIL. The napkin is on the *table*.

LESSON 31

REVIEW

TEACHER. *Where* do we eat?

PUPIL. We eat in the *dining* room.

TEACHER. Around *what* do we sit?

PUPIL. We sit around a *table*.

TEACHER. What do we *put* on the table?

PUPIL. We put a *table* cloth on the table.

TEACHER. What *else* do we put on the table?

PUPIL. We put *dishes* and *napkins*.

TEACHER. In *what* do we eat?

PUPIL. We eat in *dishes*.

NEW WORDS

plate

knife

knives

cut

fork

TEACHER. I have a *plate* in my hand.
What *color* is the plate?

PUPIL. The plate is ———.

TEACHER. How many plates do you see on the *table*?

PUPIL. I see ——— plates on the table.

TEACHER. This is a *knife*.

I can *cut* with a knife.

What am I cutting?

PUPIL. You are cutting a piece of *paper*.

TEACHER. Cut *two* pieces of paper with the knife.
What is *X* doing?

PUPIL. *X* is cutting *two* pieces of paper.

TEACHER. With *what* is *X* cutting the paper?

PUPIL. *X* is cutting the paper with a *knife*.

TEACHER. *What* did *X* do with the knife?

PUPIL. *X* cut the *paper* with the knife.

TEACHER. This is a *fork*.

What do we *do* with a fork?

PUPIL. We *eat* with a fork.

LESSON 32

REVIEW

TEACHER. What can you *do* with a knife?

PUPIL. I can *cut* with a knife.

TEACHER. What can you do with a *fork*?

PUPIL. I can *eat* with a fork.

TEACHER. What can you do with a *napkin*?

PUPIL. I can wipe my *mouth* and my *hands* with a napkin.

TEACHER. Do we eat with a *knife* or with a *fork*?

PUPIL. We eat with a *fork*.

TEACHER. How *many* knives and forks do we put near a plate?

PUPIL. We put *one* knife and *one* fork near a plate.

NEW WORDS

spoon

tablespoon

teaspoon

TEACHER. This is a *spoon*.

Take a *large* spoon.

What *have* you?

PUPIL. I have a *large* spoon.

TEACHER. Who has a *small* spoon?

PUPIL. You have a small spoon.

TEACHER. How *many* spoons do you see?

PUPIL. I see *four* spoons.

TEACHER. The large spoon is a *tablespoon*.

The small spoon is a *teaspoon*.

What *kind* of spoon have I in my right hand?

PUPIL. You have a *tablespoon* in your right hand.

TEACHER. What kind of spoon have I in my *left* hand?

PUPIL. You have a *teaspoon* in your left hand.

TEACHER. How *many* spoons are two teaspoons and three tablespoons?

PUPIL. Two teaspoons and three tablespoons are *five* spoons.

LESSON 33

REVIEW

(Review the vocabulary of the three preceding lessons.)

NEW WORDS

cup

saucer

cupful

TEACHER. This is a *cup*.

What *color* is the cup?

PUPIL. The cup is *white*.

TEACHER. Pour *water* into the cup.

What is *X* doing?

PUPIL. *X* is pouring *water* into the cup.

TEACHER. I have a *saucer*.

Where is the cup?

PUPIL. The cup is in the *saucer*.

TEACHER. From *what* do you drink?

PUPIL. I drink from the *cup*.

TEACHER. I am taking a *cupful* of water.

How *many* cupfuls of water did I take?

PUPIL. You took *one* cupful of water.

TEACHER. Put *three* cupfuls of water in the basin.
What are you *doing*?

PUPIL. I am putting *three* cupfuls of water into the basin.

TEACHER. What did X *do*?

PUPIL. X put three *cupfuls* of water in the basin.

(Have a number of pupils take each an object which is used to set a table and have them form a line in front of the class. Let the pupils from their seats ask them questions.)

PUPIL X. What *have* you?

PUPIL A. I have a *plate*.

PUPIL B. I have a *knife*.

PUPIL C. I have a *fork*.

PUPIL D. I have a *napkin*.

PUPIL Y. What did you *take*?

PUPIL A. I took a *plate*.

PUPIL B. I took a *knife*.

PUPIL C. I took a *fork*.

PUPIL D. I took a *napkin*.

PUPIL Z. What do I *see*?

PUPIL A. You see a *plate*.

PUPIL B. You see a *knife*.

PUPIL C. You see a *fork*.

PUPIL D. You see a *napkin*.

TEACHER. Put what you have in your hands on the *table* and say what you are *doing*?

PUPIL A. I am putting the plate on the *table*.

LESSON 34

REVIEW

(A row of pupils standing in front of the class, each one with an object taught in the *dining room* series.)

TEACHER. What did you *take*?

PUPIL A. I took a *cup*.

PUPIL B. I took a *saucer*.

PUPIL C. I took a *table* cloth.

TEACHER. What can you *do* with what you have?

PUPIL A. I can *drink* with a cup.

PUPIL B. I can put a *cup* in a saucer.

PUPIL C. I can put a *table* cloth on the table.

TEACHER. *What* has A? B? C?

PUPIL. A has a *cup*.

B has a *saucer*.

C has a *table* cloth.

TEACHER. Put what you have on the *table* and tell us what you are *doing*.

PUPIL A. I am putting the cup on the *table*.

NEW WORDS

water pitcher

glass

TEACHER. I pour water into the *water* pitcher
Where is the water?

PUPIL. The water is in the *water* pitcher.

TEACHER. Pour *out* the water from the water pitcher.
What is X *doing*?

PUPIL. X is pouring *out* the water from the water pitcher.

TEACHER. This is a *glass*.
What can we *do* with a glass?

PUPIL. We can *drink* from a glass.

TEACHER. *What* can we drink from a glass?

PUPIL. We can drink *water* from a glass.

TEACHER. What *else* can we drink from a glass?

PUPIL. We can drink *milk* from a glass.

TEACHER. From *what* am I drinking?

PUPIL. You are drinking from the *glass*.

LESSON 35

REVIEW

(Review the names of things necessary to set a table.)

NEW WORDS

coffee coffeepot

TEACHER. I have a cup of *coffee*.

What *color* is the coffee?

PUPIL. The coffee is *black*.

TEACHER. What *kind* of coffee have I?

PUPIL. You have *black* coffee.

TEACHER. This is a *coffeepot*.

What do you *see* in the coffeepot?

PUPIL. I see *coffee* in the coffeepot.

TEACHER. Pour coffee into the *cup*.

PUPIL. I pour coffee into the *cup*.

TEACHER. What *kind* of coffee is it?

PUPIL. It is *black* coffee.

TEACHER. What am I *doing*?

PUPIL. You are pouring *milk* into the coffee.

LESSON 36

REVIEW

TEACHER. What do you *take* in the morning?

PUPIL. I take *coffee* in the morning.

TEACHER. I take my coffee with *milk*.

How do you take *your* coffee?

PUPIL. I take my coffee with *milk*.

TEACHER. Who likes *black* coffee?

PUPIL. *I* like black coffee.

NEW WORDS

milk pitcher sugar sugar bowl

TEACHER. What *have* I?

PUPIL. You have a *pitcher*,

TEACHER. What do you *see* in the pitcher?

PUPIL. I see *milk* in the pitcher.

TEACHER. This is a *milk* pitcher.

What do we *put* in a milk pitcher?

PUPIL. We put *milk* in a milk pitcher.

TEACHER. I have *sugar*.

Taste it.

How does it taste?

PUPIL. It tastes *sweet*.

TEACHER. *What* is sweet?

PUPIL. The *sugar* is sweet.

TEACHER. The sugar is in the *sugar* bowl.

What is this?

PUPIL. That is a *sugar* bowl.

TEACHER. *Where* is the sugar bowl?

PUPIL. The sugar bowl is on the *table*.

TEACHER. What am I *doing*?

PUPIL. You are putting sugar in the *coffee*.

LESSON 37

REVIEW

(Have the children ask one another questions.)

NEW WORDS

make made

(Have everything necessary to make coffee.)

TEACHER. I can make *coffee*.

See, I am making coffee.

What am I doing?

PUPIL. You are making *coffee*.

TEACHER. *Who* can make coffee?

PUPIL. My *mother* can make coffee.

TEACHER. Who makes coffee at *your* home?

PUPIL. My *sister* makes coffee at my home.

(Have some cloth cut up for making a dress, a coat, trousers, etc., and speak about making these things. Also, show the children some pictures of people making something: hats, shoes, etc.)

TEACHER. I made *coffee*.
Who made your dress?

PUPIL. ——— made my dress

TEACHER. Who made your *suit*?

PUPIL. ——— made my suit.

LESSON 38

REVIEW

TEACHER. What do we *put* on the table?

PUPIL. We put a *table* cloth on the table.

TEACHER. What *else* do we put?

PUPIL. We put *dishes* on the table.

TEACHER. What *else*?

PUPIL. We put *knives*, *forks* and *spoons*.

TEACHER. In *what* is coffee made?

PUPIL. Coffee is made in a *coffeepot*.

TEACHER. From *what* do you drink coffee?

PUPIL. I drink coffee from a *cup*.

TEACHER. *How* do you take your coffee?

PUPIL. I take my coffee with *milk* and *sugar*.

TEACHER. From *what* do you take the sugar?

PUPIL. I take the sugar from the *sugar* bowl.

TEACHER. From what do you take the *milk*?

PUPIL. I take the milk from the *milk* pitcher.

NEW WORDS

spoonful salt

TEACHER. I am taking a *spoonful* of sugar.

How *much* sugar have I?

PUPIL. You have one *spoonful* of sugar.

TEACHER. How *many* spoonfuls of sugar do you put in your coffee?

PUPIL. I put —— spoonfuls of sugar in my coffee.

TEACHER. How do you like your coffee?

PUPIL. I like my coffee *sweet*.

TEACHER. This is *salt*.

What *color* is the salt?

PUPIL. The salt is *white*.

TEACHER. Put *three* spoonfuls of salt on the plate.

What is X *doing*?

PUPIL. X is putting *three* spoonfuls of salt on the plate.

TEACHER. What did you put on the plate?

PUPIL. I put *salt* on the plate.

TEACHER. Where is the salt?

PUPIL. The salt is on the *plate*.

LESSON 39

REVIEW

(Have the children ask one another questions using some of the terms taught in the previous lessons.)

NEW WORD AND EXPRESSIONS

going to

servant

set the table

NOTE: *Going to* denotes futurity. It is the easiest way of teaching the future tense. The teacher should give plenty of drill work to his pupils using this expression until they are familiar with the term.

TEACHER. I am going to close the *door*.

(Do it.)

I am going to sit on my *chair*.

X is going to stand in *front* of me.

What is X going to do?

PUPIL. X is going to stand in *front* of you.

TEACHER. X, *do* it.

(The child stands in front of you.)

X is going to take his *seat*.

Be *seated*, X.

(Put on an apron and dress up as a servant. If a man is the teacher, a girl may be dressed up to represent a servant.)

TEACHER. I am not a *teacher*.

I am a *servant*.

I am going to *work* in the house.

What *am* I?

PUPIL. You are a *servant*.

TEACHER. I am going to *work*.

What am I going to do?

PUPIL. You are going to *work*?

TEACHER. *Where* am I going to work?

PUPIL. You are going to work in the *house*.

(Sweep, dust or do anything which a servant has to do in the house.)

TEACHER. I am going to set the *table*.

(Put on the table cloth, the dishes, the knives and forks, etc.)

I am *setting* the table.

What am I doing?

PUPIL. You are *setting* the table.

TEACHER. *What* am I setting?

PUPIL. You are setting the *table*.

TEACHER. The table is *set*.

Who set the table?

PUPIL. The *servant* set the table.

LESSON 40

REVIEW

TEACHER. X is the *servant*.

Set the table and *tell* us what you are doing.

PUPIL. I am putting on the *table* cloth.

I am putting on the *plates*.

I am putting on the *knives* and *forks*.

I am putting on the *glasses*.

I am putting on the *water* pitcher.

I am putting on the *napkins*.

TEACHER. Now, the table is *set*.

Let us *sit* down and *eat*.

(Call the exact number of pupils you need and have them *sit* around the table.)

Who are going to eat?

PUPIL. ———, ———, and ——— are going to eat.

TEACHER. Who is the *servant*?

PUPIL. X is the servant.

NEW WORDS

meat

potato

potatoes

TEACHER. This is *meat*.

Who eats meat?

PUPIL. I eat meat.

TEACHER. Who *likes* meat?

PUPIL. I like meat.

TEACHER. What *kind* of meat do you like?

PUPIL. I like *good* meat.

TEACHER. This is a *potato*.

What *have* I?

PUPIL. You have a *potato*.

TEACHER. With *what* do we eat potatoes?

PUPIL. We eat potatoes with *meat*.

TEACHER. *Who* likes meat and potatoes?

PUPIL. I like meat and potatoes.

LESSON 41

REVIEW

TEACHER. What does a servant *do*?

PUPIL A. A servant sweeps the *living* room.

PUPIL B. A servant dusts the *tables*, the *chairs*, the *piano*, etc.

PUPIL C. A servant sweeps the *dining* room.

PUPIL D. A servant sets the *table*.

NEW WORDS

bread soup

TEACHER. I am eating *bread*.

What did I eat?

PUPIL. You ate *bread*.

TEACHER. What *kind* of bread was it?

PUPIL. It was *good* bread.

TEACHER. *Who* makes bread in this town?

PUPIL. ——— makes bread.

TEACHER. There is *soup* in this plate.

What do you *see*?

PUPIL. I see some *soup*.

TEACHER. *Who* can make soup at your home?

PUPIL. *Mother* can make soup.

My *sister* can make soup.

Our *servant* can make soup.

TEACHER. This soup is made with *bread*.

It is *bread* soup.

Eat the bread soup.

What is X *doing*?

PUPIL. X is *eating* the bread soup.

LESSON 42

REVIEW

NOTE: A dinner plate is flat, so we serve meat and potatoes on a plate. A soup plate is deep, and for that reason we say that soup is served *in* a plate.

TEACHER. In *what* do we eat soup?

PUPIL. We eat soup in a *plate*.

TEACHER. On *what* do we eat *potatoes*?

PUPIL. We eat potatoes on a *plate*.

TEACHER. From *what* do we drink coffee?

PUPIL. We drink coffee from a *cup*.

(You may ask also:)

TEACHER. In *what* do we drink coffee?

PUPIL. We drink coffee in a *cup*.

TEACHER. From *what* do we drink *water*?

PUPIL. We drink water from a *glass*.

TEACHER. With *what* do we cut meat?

PUPIL. We cut meat with a *knife*.

TEACHER. With *what* do we eat?

PUPIL. We eat with a *fork*.

TEACHER. With *what* do we eat *soup*?

PUPIL. We eat soup with a *spoon*.

TEACHER. With *what* do we put sugar in our coffee?

PUPIL. We put sugar in our coffee with a *teaspoon*.

TEACHER. With *what* do we put *milk* in our coffee?

PUPIL. We put milk in our coffee with a *milk pitcher*.

TEACHER. With *what* do we put water in our *glass*?

PUPIL. We put water in our glass with a *water pitcher*.

NEW WORDS

rice **beans**

TEACHER. I have *rice*.

What *color* is the rice?

PUPIL. The rice is *white*.

TEACHER. *Where* is the rice?

PUPIL. The rice is on the *plate*.

TEACHER. These are *beans*.

What *kind* of beans are they?

PUPIL. They are *red* (or *white*) beans.

TEACHER. *Where* are the beans?

PUPIL. The beans are on the *plate*.

TEACHER. *Who* likes rice and beans?

PUPIL. *I* like rice and beans.

LESSON 43

REVIEW

TEACHER. If soup is made of bread what *kind* of soup is it?

PUPIL. It is *bread* soup.

TEACHER. If it is made of *rice*?

PUPIL. It is *rice* soup.

TEACHER. If it is made of *beans*?

PUPIL. It is *bean* soup.

TEACHER. If it is made of *potatoes*?

PUPIL. It is *potato* soup.

NEW WORDS

butter fish

TEACHER. I am putting *butter* on the bread.

With *what* am I putting the butter on the bread?

PUPIL. You are putting the butter on the bread with a *knife*.

TEACHER. What am I *doing*?

PUPIL. You are *eating*.

TEACHER. *What* am I eating?

PUPIL. You are eating *bread* and *butter*.

TEACHER. I see some *fish*.

Where is the fish?

PUPIL. The fish is on the *plate*.

TEACHER. How many of you *like* fish?

(The pupils raise their hands.)

How many do *not* like fish?

Where does the fish live?

PUPIL. The fish lives in the *water*.

NOTE: The word *fish* has been used in this lesson collectively. We say *fishes* when a numerical adjective is used. Examples: He caught five *fishes*. I bought two *fishes*.

LESSON 44

REVIEW

TEACHER. *Who* can make hats?

PUPIL. ——— can make hats.

TEACHER. ——— who can make *dresses*?

PUPIL. ——— can make dresses.

———— can make *suits*.

———— can make *trousers*.

———— can make *coffee*.

———— can make *bread*.

———— can make *soup*.

———— can make *candy*.

NEW WORDS

tomato

tomatoes

salad

TEACHER. This is a *tomato*.

What *color* is the tomato?

PUPIL. The tomato is *red*.

TEACHER. What are tomatoes *good* for?

PUPIL. Tomatoes are good to *eat*.

TEACHER. How *many* of you can eat tomatoes?

Who can *not* eat tomatoes?

PUPIL. *I* can not eat tomatoes.

TEACHER. I am making a *salad*.

With *what* am I making the salad (showing
the tomatoes to the children)?

PUPIL. You are making the salad with *tomatoes*.

TEACHER. *Who* makes salads at your home?

PUPIL. ——— makes salads at home.

TEACHER. *Who* likes salads?

PUPIL. *I* like salads.

LESSON 45

REVIEW

TEACHER. If a salad is made of tomatoes it is a *tomato* salad.

If it is made of *potatoes*?

PUPIL. It is a *potato* salad.

TEACHER. If it is made of *fruit*?

PUPIL. It is a *fruit* salad.

TEACHER. If it is made of *eggs*?

PUPIL. It is an *egg* salad.

TEACHER. If it is made of *fish*?

PUPIL. It is a *fish* salad.

TEACHER. What *kind* of salad do you like?

PUPIL. I like a ——— salad.

NEW WORDS

guava paste

guava

jelly

TEACHER. I am eating *guava* paste.

Taste the guava paste.

Do you *like* it?

PUPIL. Yes, I *do*.

TEACHER. What *kind* of guava paste is it?

PUPIL. It is *good* (or *sweet*) guava paste.

TEACHER. Guava paste is made of *guavas*.

What are guavas?

PUPIL. Guavas are *fruit*.

TEACHER. What *kind* of fruit are guavas?

PUPIL. Guavas are *good* fruit.

TEACHER. This is *jelly*.

Of *what* is it made?

PUPIL. It is made of *guavas*.

TEACHER. Yes, it is *guava* jelly.

With *what* do you eat guava jelly?

PUPIL. I eat guava jelly with *bread* (or with *bread* and *butter*).

NOTE: The teacher may teach *apple jelly*.

LESSON 46

REVIEW

- TEACHER. What do you like to *eat*?
- PUPIL A. I like to eat *tomato* salad.
- PUPIL B. I like to eat *bread* and *butter*.
- PUPIL C. I like to eat *rice* soup.
- PUPIL D. I like to eat *meat*.
- PUPIL E. I like to eat *fish*.
- PUPIL F. I like to eat *guava* paste.
- PUPIL G. I like to eat *fruit*.
- PUPIL H. I like to eat *apples*.
- PUPIL I. I like to eat *oranges*.
- PUPIL J. I like to eat *pineapples*.
- PUPIL K. I like to eat *bananas*.

NEW WORDS

cake dessert cocoa

TEACHER. I have some *cake*.
Take a piece of *cake* and *eat* it.
 How does it *taste*?

PUPIL. It tastes *good* (or *sweet*).

TEACHER. *Who* can make *cake*?

PUPIL. ——— can make *cake*.

TEACHER. At the table I eat *soup*, *meat*, *potatoes* and a *salad*.

Then I eat *cake*.

I eat *jelly*.

That is the *dessert*.

I like *cake* for *dessert*.

What do *you* like for *dessert*?

- PUPIL. I like *jelly*.
 I like *fruit*.
 I like *bread* and *butter* and *guava* jelly.
- TEACHER. This is *cocoa*.
 Who likes *cocoa*?
- PUPIL. I like *cocoa*.
- TEACHER. In *what* do you drink *cocoa*?
- PUPIL. I drink *cocoa* in a *cup*.

LESSON 47

REVIEW

(Take an imaginary meal with the pupils.)

- TEACHER. We are now at a *table*.
 We are going to eat *well*.
 What are we going to *have*?
- PUPIL. We are going to have *soup*.
- TEACHER. And then?
- PUPIL. We are going to have *meat*.
 We are going to have *potatoes*.
 We are going to have *bread*.
 We are going to have a *salad*.
 We are going to have *cake*.
 We are going to have *fruit*.
 We are going to have *coffee*.

NEW WORDS

hungry **thirsty**

- TEACHER. I am *hungry*.
 Give me something to *eat*.
 Who is *hungry*?
- PUPIL. I am *hungry*.
- TEACHER. If you are *hungry*, have something to *eat*.
 What is *X* *doing*?
- PUPIL. *X* is *eating*.

TEACHER. *Who was hungry?*

PUPIL. *X was hungry.*

TEACHER. *What did you do?*

PUPIL. *I ate.*

TEACHER. *Are you hungry now?*

PUPIL. *No.*

TEACHER. *X ate.*

X is not hungry.

X is thirsty.

Who is thirsty?

PUPIL. *X is thirsty.*

TEACHER. *Have some water.*

Are you thirsty now?

PUPIL. *No, I am not.*

TEACHER. *Who was thirsty?*

PUPIL. *X was thirsty.*

TEACHER. *What did X do?*

PUPIL. *X drank some water.*

TEACHER. *How is X now?*

PUPIL. *X is not thirsty.*

LESSON 48

REVIEW

TEACHER. *If you are thirsty, what do you do?*

PUPIL. *If I am thirsty, I drink water.*

TEACHER. *If you are hungry, what do you do?*

PUPIL. *If I am hungry, I eat.*

TEACHER. *If you are hungry, what do you eat?*

PUPIL. *If I am hungry, I eat ———.*

NEW WORDS

want **when**

TEACHER. *I am hungry.*

I want to eat.

What do I want to do?

PUPIL. You want to *eat*.

(Have different things good to eat.)

TEACHER. What do you *want*?

PUPIL. I want some *cake*.

TEACHER. *Take* some.

(The child helps himself.)

PUPIL. *Thank* you.

TEACHER. What do *you* want?

PUPIL. I want some *candy*.

TEACHER. *Take* some.

PUPIL. *Thank* you.

TEACHER. When I am *thirsty*, I *drink*.

When I am *hungry*, I *eat*.

What do you *do* when you are thirsty?

PUPIL. I *drink* when I am thirsty.

TEACHER. What do you do when you are *hungry*?

PUPIL. I *eat* when I am hungry.

(Speak to a boy.)

TEACHER. When you come to the *door* what *have* you on your head?

PUPIL. When I come to the *door* I have my *hat* on my head.

TEACHER. What do you *do* when you come *in*?

PUPIL. When I come *in*, I take *off* my hat.

TEACHER. When you go *out*, what do you *do*?

PUPIL. When I go *out*, I put *on* my hat.

LESSON 49

REVIEW

TEACHER. What do you *say* to me when you come to school in the *morning*?

PUPIL. When I come to school in the *morning* I say, "Good *morning*, Miss ——."

TEACHER. What do you *say* when you come to school in the *afternoon*?

PUPIL. When I come to school in the *afternoon* I say, "Good *afternoon*, Miss ——."

TEACHER. What do you *do* when you are in your *seat*?

PUPIL. When I am in my *seat* I *work*; I do my *work*; I *read*; I *write*, etc.

TEACHER. What do you *do* when I say, "*Stand*."

PUPIL. When you say, "*Stand*," I *stand* up.

TEACHER. What do you *do* when I say, "*Be seated*."

PUPIL. When you say, "*Be seated*," I *sit* down.

TEACHER. What do you *do* when you are *hungry*?

PUPIL. When I am *hungry*, I *eat*.

TEACHER. What do you *do* when you are *thirsty*?

PUPIL. When I am *thirsty*, I *drink*.

NEW EXPRESSIONS

Will you have?

If you please

(Have some pupils sit at the table for a meal with you.)

TEACHER. Will you have some *soup*?

PUPIL. If you *please*.

(Give him some soup.)

Thank you.

(The other children are served in the same way.)

TEACHER. Will you have some *meat* and *potatoes*?

PUPIL. Some *meat*, if you *please*.

Thank you.

TEACHER. Have some *bread*?

PUPIL. *Thank* you.

(When through eating, the teacher (the mistress of the house) rises and all the pupils (the guests) do the same.)

LESSON 50

(Play that four children form a family: father, mother, brother and sister.)

MOTHER. *Set the table, please.*

SISTER. I am putting on a plate for *mother*.

I am putting on a plate for *father*.

I am putting on a plate for *brother*.

I am putting on a plate for *myself*.

(Let her put on the knives and forks; also the spoons.)

I am putting on a *knife* and a *fork* for father.

I am putting on *spoons* for father.

(When the table is set let them sit down and eat. The father should help the others to soup, meat, etc. The dessert may be served by the father or by the mother.)

LESSON 51

NEW WORDS

kitchen

stove

charcoal

match

NOTE: There are different kinds of stoves according to the way they are heated: electric stove, gas stove, oil stove, coal stove, and wood stove. Teach the kind most commonly known to your pupils.

In most communities the word stove need not be taught since fires are built on grates (anafre).

We *make, build* or *start* a fire.

TEACHER. This is a *kitchen*.

What do you *see*?

PUPIL. I see a *kitchen*.

TEACHER. How many *kitchens* *have* you at home?

PUPIL. We have *one* *kitchen* at home.

TEACHER. This is a *stove*.

What do you *see*?

PUPIL. I see a *stove*.

TEACHER. *Where* is the *stove*?

PUPIL. The *stove* is in the *kitchen*.

TEACHER. This is *charcoal*.

What *color* is the charcoal?

PUPIL. The charcoal is *black*.

TEACHER. *Where* did you see charcoal?

PUPIL. I saw charcoal at *home*.

TEACHER. I have a *match*.

What do you *see*?

PUPIL. I see a *match*.

TEACHER. *Who* has the match?

PUPIL. *You* have the match.

TEACHER. How *many* matches do you see in the box?

PUPIL. I see —— matches.

NOTE: If wood is used instead of charcoal, teach the word *wood*.

LESSON 52

REVIEW

TEACHER. What is this?

PUPIL. That is a *kitchen*.

TEACHER. What do you *see* in the kitchen?

PUPIL. I see a *stove* in the kitchen.

TEACHER. What *color* is the charcoal?

PUPIL. The charcoal is *black*.

TEACHER. What is there in the box?

PUPIL. There are *matches* in the box.

NEW WORDS

build

built

fire

burn

burnt

TEACHER. I am going to build a *fire*.

(Put little pieces of wood together and place pieces of charcoal around them. Strike a match and set the wood on fire.)

What do you *see*?

PUPIL. I see *fire*.

TEACHER. *Who* built the fire?

PUPIL. *You* built the fire.

TEACHER. The fire *burns*.

(Strike a match and let it burn.)

What is *burning*?

PUPIL. The *match* is burning.

TEACHER. It is *all* burnt.

Burn a piece of *paper*.

PUPIL. I am burning a piece of *paper*.

TEACHER. *What* burns the piece of paper?

PUPIL. The *fire* burns the piece of paper.

TEACHER. What did X *do*?

PUPIL. X burnt the piece of *paper*.

LESSON 53

REVIEW

TEACHER. X is going to build a *fire*.

What do you *want* to build the fire?

PUPIL. I want some *charcoal*.

TEACHER. What *else* does X want?

PUPIL. He wants some *matches*.

TEACHER. What does the fire *do* to the charcoal?

PUPIL. The fire *burns* the charcoal.

TEACHER. What is the fire *doing*?

PUPIL. The fire is *burning*.

TEACHER. What did the fire *do* to the match?

PUPIL. The fire *burnt* the match.

NEW WORDS

kettle boil boiled cook (n. and v.) cooked

TEACHER. This is a *kettle*.

Where is the kettle?

PUPIL. The kettle is on the *stove*.

(If a charcoal fire is used have the child say: The kettle is on the *fire*.)

TEACHER. What *is* there in the kettle?

PUPIL. There *is* *water* in the kettle.

TEACHER. The fire is going to make the water *boil*.
What does the water *do*?

PUPIL. The water *boils*.

TEACHER. I am going to cook some *potatoes*.
What *is* cooking the potatoes?

PUPIL. The boiling *water* is cooking the potatoes.

TEACHER. I cook *potatoes*.

I cook *meat*.

I cook *many* things.

I am the *cook*.

Who *is* the cook at your home?

PUPIL. *X* is our cook.

TEACHER. Who has *no* cook at home?

PUPIL. *We* have no cook.

TEACHER. Who *does* the cooking?

PUPIL. *Mother* (or *sister*) *does* the cooking.

TEACHER. The potatoes are *cooked*.

What *kind* of potatoes do you eat?

PUPIL. I eat *cooked* potatoes.

TEACHER. They are *boiled* potatoes.

Who *boiled* the potatoes?

PUPIL. *You* *boiled* the potatoes.

LESSON 54

REVIEW

TEACHER. Who *cooks* something to eat?

PUPIL. The *cook* *cooks* something to eat.

TEACHER. How *did* I cook the potatoes?

PUPIL. You *boiled* the potatoes.

TEACHER. In *what* *did* I boil the potatoes?

PUPIL. You *boiled* the potatoes in a *kettle*.

TEACHER. On *what* was the kettle?

PUPIL. The kettle was on the *stove* (or *fire*).

TEACHER. *What* cooked the potatoes?

PUPIL. The *fire* cooked the potatoes.

TEACHER. *Who* built the fire?

PUPIL. *You* built the fire.

TEACHER. With *what* did I build the fire?

PUPIL. You built the fire with *charcoal*.

NEW WORDS

frying pan

fry

fried

food

TEACHER. This is a *frying* pan.

Where is the frying pan?

PUPIL. The frying pan is on the *stove*.

TEACHER. I am going to fry an *egg*.

In *what* am I going to fry the egg?

PUPIL. You are going to fry the egg in the *frying* pan.

TEACHER. *What* is frying in the frying pan?

PUPIL. The *egg* is frying in the frying pan.

TEACHER. *Who* fried the egg?

PUPIL. *You* fried the egg.

TEACHER. Eggs are *food*.

Meat, bread and potatoes are *food*.

Name *something* which is food.

PUPIL. *Milk* is food.

Soup is food.

Tomatoes are food.

Fish is food.

Butter is food.

Fruit is food.

Sugar is food.

LESSON 55

REVIEW

TEACHER. Name some *cooked* food.

PUPIL. *Meat, potatoes, bread, eggs, and cake.*

TEACHER. Name all the kinds of food you *like*.

PUPIL. I like ———, ———, ———.

TEACHER. Name some food that you like *boiled*.

PUPIL. *Meat, potatoes, eggs, and sweet potatoes.*

TEACHER. Name some *fried* food.

PUPIL. *Meat, eggs, potatoes, bananas and sweet potatoes.*

NEW WORDS

bedroom bed bedstead

NOTE: A bedstead is the frame work of a bed.

TEACHER. This is a *bedroom*.

What do you *see*?

PUPIL. I see a *bedroom*.

TEACHER. How many bedrooms *have* you at home?

PUPIL. We have ——— bedrooms at home.

TEACHER. How many bedrooms are there in *your* home?

PUPIL. There are ——— bedrooms in our home.

TEACHER. I see a *bed* in the bedroom.

What *is* this?

PUPIL. That is a *bed*.

TEACHER. How many beds *are* there in your bedroom?

PUPIL. There are ——— beds in my bedroom.

There is *one* bed in my bedroom.

TEACHER. This is a *bedstead*.

What *is* this?

PUPIL. That is a *bedstead*.

TEACHER. What *color* is the bedstead?

PUPIL. The bedstead is ———.

LESSON 56

REVIEW

TEACHER. *Who* has a bedroom?

PUPIL. *I* have.

TEACHER. What *have* you in your bedroom?

PUPIL. I have a *bed*, a *table*, a *chair*, etc.

TEACHER. What *color* is your bedroom?

PUPIL. My bedroom is ———.

TEACHER. Who has a *white* bedroom?

PUPIL. *X* has a white bedroom.

TEACHER. Who has a white *bedstead*?

PUPIL. *I* have a white bedstead.

NEW WORDS

spring

mattress

sheet

blanket

TEACHER. This is a *spring*.

Where is the spring?

PUPIL. The spring is on the *bedstead*.

TEACHER. This is a *mattress*.

On *what* is the mattress?

PUPIL. The mattress is on the *spring*.

TEACHER. I am taking a *sheet*.

What *color* is the sheet?

PUPIL. The sheet is *white*.

TEACHER. *Where* am I putting the sheet.

PUPIL. You are putting the sheet on the *mattress*.

TEACHER. How *many* sheets did I put on the bed?

PUPIL. You put *two* sheets on the bed.

TEACHER. This is a *blanket*.

On *what* did I put the blanket?

PUPIL. I put the blanket on the *sheets*.

LESSON 57

REVIEW

TEACHER. On *what* is the spring?

PUPIL. The spring is on the *bedstead*.

TEACHER. On *what* is the *mattress*?

PUPIL. The mattress is on the *spring*.

TEACHER. On *what* are the *sheets*?

PUPIL. The sheets are on the *mattress*.

TEACHER. On what is the *blanket*?

PUPIL. The blanket is on the *sheets*.

NEW WORDS

bedspread pillow pillowcase

TEACHER. This is a *bedspread*.

What *color* is the bedspread?

PUPIL. The bedspread is ——— .

TEACHER. On *what* am I putting the bedspread?

PUPIL. You are putting the bedspread on the *sheets*.

TEACHER. This is a *pillow*.

On *what* do we put a pillow?

PUPIL. We put a pillow on a *bed*.

TEACHER. This is a *pillowcase*.

Put the pillow into the *pillowcase*.

PUPIL. I am putting the pillow into the *pillowcase*.

TEACHER. Put the pillow on the *bed*.

Who is putting the pillow on the bed?

PUPIL. *X* is putting the pillow on the bed.

LESSON 58

REVIEW

(Have a child make a bed and tell what he is doing.)

PUPIL. I am putting two sheets on the *mattress*.

I am putting a blanket on the *sheets*.

I am putting a bedspread on the *sheets*.

I am putting the pillow into the *pillowcase*.

I am putting the pillow on the *bed*.

NEW WORDS

bureau or dresser wardrobe closet

NOTE: A *bureau* or *dresser* is a chest of drawers with a mirror. A *wardrobe* is a portable chest for keeping clothes. A *closet* is built in the wall of a room. In Porto Rico *wardrobes* are more common than *closets*. A *chiffonier* is a high chest of drawers. The latter term may be taught also.

TEACHER. This is a *bureau* (or a *dresser*).

Where is the bureau?

PUPIL. The bureau is in the *bedroom*.

TEACHER. Here is a *wardrobe*.

What do women *put* in wardrobes?

PUPIL. Women put their *dresses* in wardrobes.

TEACHER. What do *men* put in wardrobes?

PUPIL. Men put their *suits* in wardrobes.

(If the word closet is taught have a similar conversation using the word.)

LESSON 59

REVIEW

TEACHER. What do you *see* in the bedroom?

PUPIL. I see a *bed*.

I see a *dresser*.

I see a *wardrobe*.

I see a *table*.

I see a *rocking* chair.

TEACHER. Of *what* is a bed made?

PUPIL. A bed is made of a *bedstead*, a *spring* and a *mattress*.

TEACHER. What do we *put* on a bed?

PUPIL. We put two *sheets*, a *blanket*, a *spread* and some *pillows*.

NEW WORDS

looking-glass hairpin brush (n. and v.) hair brush

TEACHER. This is a *looking-glass*.

Where do we have a looking-glass?

PUPIL. We have a looking-glass in a *bedroom*.

TEACHER. I have a *hairpin*.

Who have hairpins, *women* or *girls*?

PUPIL. *Women* have hairpins.

TEACHER. This is a *brush*.

What do you *see*?

PUPIL. I see a *brush*.

TEACHER. I brush my *hair*.

With *what* do I brush my hair?

PUPIL. You brush you hair with a *brush*.

TEACHER. This is a *hair brush*.

With what *kind* of brushes do we brush our hair?

PUPIL. We brush our hair with *hair brushes*.

LESSON 60

REVIEW

TEACHER. With *what* do you brush your hair?

PUPIL. I brush my hair with a *hair brush*.

TEACHER. In *what* do you look?

PUPIL. I look in a *looking-glass*.

TEACHER. What do women *put* in their hair?

PUPIL. Women put *hairpins* in their hair.

(Review the expressions upon which the pupils need to be drilled.)

NEW WORDS

comb (n. and v.) **combed** **use** **used** **clothes** **bedclothes**

TEACHER. This is a *comb*.

What *color* is the comb?

PUPIL. The comb is ———.

TEACHER. I use a *comb* to comb my hair.

I am combing my *hair*.

What am I doing?

PUPIL. You are combing your *hair*.

TEACHER. What do I *use* to comb my hair?

PUPIL. You use a *comb* to comb your hair.

TEACHER. Comb *your* hair.

PUPIL. I am combing my *hair*.

TEACHER. What does she *do*?

PUPIL. She combs her *hair*.

TEACHER. With *what* did she comb her hair?

PUPIL. She combed her hair with a *comb*.

TEACHER. What did she *use* to comb her hair?

PUPIL. She used a *comb* to comb her hair.

TEACHER. I have *clothes*.

What do we *use* on our bodies?

PUPIL. We use *clothes* on our bodies.

TEACHER. What are *dresses, blouses, coats* and *trousers*?

PUPIL. They are *clothes*.

TEACHER. Sheets, blankets and pillowcases are *bed-clothes*.

Where do we use bedclothes?

PUPIL. We use bedclothes on our *beds*.

LESSON 61

REVIEW

TEACHER. What do you *use* on your body?

PUPIL. I use *clothes* on my body.

TEACHER. In *what* do you put your clothes at home?

PUPIL. I put my clothes at home in a *wardrobe* (or *closet*).

TEACHER. What *kind* of clothes do you use on your bed?

PUPIL. I use *bedclothes* on my bed.

TEACHER. What do we *do* to dirty clothes.

PUPIL. We *wash* dirty clothes.

TEACHER. With *what* do we brush our hair?

PUPIL. We brush our hair with a *hair brush*.

TEACHER. With what do we *comb* our hair?

PUPIL. We comb our hair with a *comb*.

NEW WORDS

lie lying lay sleep slept wake woke

NOTE: *Wake* is often used with *up*. *Awake* means the same as *wake*.

TEACHER. The doll lies in *bed*.
It is lying in bed to *sleep*.
Where is the doll lying?

PUPIL. The doll is lying in *bed*.

TEACHER. What is the doll *doing*?

PUPIL. The doll is *sleeping*.

TEACHER. I am going to *wake* it (or to *wake* it up, or to *awake* it).

Wake up.

(Pick up the doll so it will open its eyes.)

Who woke (or *woke* up, or *awoke*) the doll?

PUPIL. *You* woke the doll.

TEACHER. The doll *slept*.
Where did it sleep?

PUPIL. It slept in its *bed*.

TEACHER. The doll lay in *bed*.
In *what* bed did she lie?

PUPIL. She lay in *its* bed.

LESSON 62

REVIEW

TEACHER. Where do you *lie* to sleep?

PUPIL. I lie in my *bed*.

TEACHER. *Where* is your bed?

PUPIL. My bed is in my *bedroom*.

TEACHER. What *bedclothes* do you use?

PUPIL. I use _____, _____, _____.

TEACHER. *Who* lay the doll in its bed?

PUPIL. *You* lay the doll in its bed.

TEACHER. What did it *do* in its bed?

PUPIL. It *slept*.

TEACHER. *Who* woke it up?

PUPIL. *You* woke it up.

(Have the pupils play a game and use the expressions *go to sleep* and *wake up*. Let them ask questions to one another using words found in the bedroom series.)

NEW WORDS

bath room

bath tub

baths

TEACHER. This is a *bath* room.

Who has a bath room at home?

PUPIL. *We* have a bath room.

TEACHER. This is a *bath* tub.

Where is the bath tub?

PUPIL. The bath tub is in the *bath* room.

TEACHER. What *color* is the bath tub?

PUPIL. The bath tub is ———.

TEACHER. We use the bath tub to take a *bath*.

In *what* do we take a bath?

PUPIL. We take a bath in a *bath* tub.

LESSON 63

REVIEW

(Review *bath room*, *bath tub* and *bath*.)

NEW WORDS

soap dish

bathe

bathed

tooth brush

TEACHER. I have a *soap* dish.

What do you *see* in the soap dish?

PUPIL. I see some *soap* in the soap dish.

TEACHER. *Who* has the soap dish?

PUPIL. *You* have the soap dish.

TEACHER. We bathe in *bath* tubs.

With *what* do you bathe your body?

PUPIL. I bathe my body with *water*.

TEACHER. *Who* bathed your little brother (or sister)?

PUPIL. *Mother* bathed my little brother.

TEACHER. With *what* did she wipe his body?

PUPIL. She wiped his body with a *towel*.

TEACHER. This is a *tooth* brush.

With *what* do you brush your teeth?

PUPIL. I brush my teeth with a *tooth* brush.

TEACHER. *Where* do you brush your teeth?

PUPIL. I brush my teeth in the *bath* room (or in my *bedroom*).

LESSON 64

REVIEW

TEACHER. *Where* do you take a bath?

PUPIL. I take a bath in the *bath* room.

TEACHER. In *what* do you put the water?

PUPIL. I put the water in the *bath* tub.

TEACHER. From *what* do you take the soap?

PUPIL. I take the soap from the *soap* dish.

TEACHER. With *what* do you *wipe* your body?

PUPIL. I wipe my body with a *towel*.

TEACHER. With *what* do you brush your *teeth*?

PUPIL. I brush my teeth with a *tooth* brush.

TEACHER. With *what* do you comb your *hair*?

PUPIL. I comb my hair with a *comb*.

NEW WORDS

store **merchant** **clerk**

TEACHER. This is a *store*.

What do you *see*?

PUPIL. I see a *store*.

TEACHER. Here is the *merchant*.

Say *something* to the merchant.

PUPIL. Good *morning*, merchant.
 How *are* you, merchant?
 How do you *do*, merchant?

TEACHER. The merchant has a *clerk*.
 Who works for the merchant?

PUPIL. The *clerk* works for the merchant.

TEACHER. Who is the clerk?

PUPIL. X is the clerk.

LESSON 65

REVIEW

TEACHER. Where *am* I?

PUPIL. You are in the *store*.

TEACHER. Who is the merchant?

PUPIL. X is the merchant.

TEACHER. Who works for the merchant?

PUPIL. Y works for the merchant.

TEACHER. What *is* he?

PUPIL. He is the *clerk*.

TEACHER. Whom do you *see* in the store?

PUPIL. I see *you*, the *merchant* and the *clerk*.

NEW WORDS

counter shelf shelves

TEACHER. This is a *counter*.

Where is the counter?

PUPIL. The counter is in the *store*.

TEACHER. Who is at the counter?

PUPIL. The *clerk* is at the counter.

TEACHER. This is a *shelf*.

What do you *see*?

PUPIL. I see a *shelf*.

TEACHER. What do you see *on* the shelf?

PUPIL. I see ———.

TEACHER. There are *many* shelves in the store.
Count them.

PUPIL. *One, two, etc.*

TEACHER. How *many* shelves are there?

PUPIL. There are ——— shelves.

LESSON 66

REVIEW

TEACHER. Tell me *all* you see in the store.

PUPIL. I see the *merchant*.

I see the *clerk*.

I see the *counter*.

I see the *shelves*.

NEW WORDS

yard yardstick measure measured

TEACHER. The ribbon is a *yard* long.

How long is *this* (showing the pupil a string) ?

PUPIL. That is a *yard* long.

TEACHER. How long is the *stick*?

PUPIL. The stick is a *yard* long.

TEACHER. It is a *yardstick*.

Who has the yardstick?

PUPIL. *You* have the yardstick.

TEACHER. I can *measure* with the yardstick.

(Measure something three yards long.)

I am going to measure *this*.

How many yards long is it?

PUPIL. It is *three* yards long.

TEACHER. *How* long does it measure?

PUPIL. It measures *three* yards.

TEACHER. Measure the *ribbon*.

PUPIL. I am measuring the *ribbon*.

TEACHER. How many yards long is it?

PUPIL. It is —— yards long.

TEACHER. *Who* measured the ribbon?

PUPIL. *X* measured the ribbon.

TEACHER. How many yards of *cloth* does it take to make you a dress?

PUPIL. It takes —— yards of cloth to make me a dress.

LESSON 67

REVIEW

TEACHER. What can you *do* with a yardstick?

TEACHER. I can *measure* with a yardstick.

TEACHER. *What* can you measure?

PUPIL. I can measure some *ribbon*.

TEACHER. What *else* can you measure?

PUPIL. I can measure some *cloth*.

TEACHER. *Measure* the cloth.

PUPIL. I am *measuring* the cloth.

TEACHER. *Who* measures the cloth?

PUPIL. *X* measures the cloth.

TEACHER. How many yards long *is* it?

PUPIL. It is —— yards long.

TEACHER. What did you *do* to the cloth?

PUPIL. I *measured* the cloth.

NEW WORDS

eleven

twelve

thirteen

fourteen

fifteen

(Teach your pupils to count from 11 to 15 by counting different objects in the room.)

LESSON 68

REVIEW

(Make your pupils count from 1 to 15.)

TEACHER. What *have* I?

PUPIL. You have a *ruler*,

TEACHER. The ruler is *one* foot long.
How long is *your* ruler?

PUPIL. My ruler is *one* foot long.

TEACHER. Take your ruler and measure the *yardstick*.

PUPIL. I am taking my *ruler* and I measure the *yardstick*.

TEACHER. How many feet long is it?

PUPIL. It is *three* feet long.

TEACHER. How many feet are there in a *yard*?

PUPIL. There are *three* feet in a yard.

(Have the pupils measure with their rulers different things in the room: the board, the floor, the door, etc.)

NEW WORDS

inch **inches** **half** **halves** **part**

(Hold your finger on the short line which divides the first inch of your ruler so your pupils can see the inch.)

TEACHER. This is an *inch*.
Draw a line *one* inch long.
How long is the line?

PUPIL. The line is *one* inch long.

TEACHER. Count the inches in your *rulers*.
How many inches long is your ruler?

PUPIL. It is *twelve* inches long.

TEACHER. How many inches are there in a *foot*?

PUPIL. There are *twelve* inches in a foot.

(Fold a sheet of paper in two in front of the pupils, then cut or tear it off.)

TEACHER. This is *half* of the paper.
Cut off one half of the *ribbon*.
Show the class *one* part and tell them what you *have*.

PUPIL. I have one *half* of the ribbon.

TEACHER. One half and one half are how *many* halves?

PUPIL. One half and one half are *two* halves.

TEACHER. How *many* halves are there in one?

PUPIL. There are *two* halves in one.

TEACHER. What part of two rulers is *one* ruler?

PUPIL. One ruler is one *half* of two rulers.

LESSON 69

(Arrange marks on the board in the following way:

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**      **      **      **      **      **      **
***     ***     ***     ***     ***

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* *           * *           * *

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* *           * *           * *
*           *           *
* *           * *           * *

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TEACHER. Count by *twos*.

PUPIL. *Two, four, six, eight, ten, twelve, fourteen.*

TEACHER. Count by *threes*.

PUPIL. *Three, six, nine, twelve, fifteen.*

TEACHER. Count by *fours*.

PUPIL. *Four, eight, twelve.*

TEACHER. Count by *fives*.

PUPIL. *Five, ten, fifteen.*

NEW WORDS

money

cents

nickel

dime

TEACHER. I have some *money*.

Where is my money?

PUPIL. Your money is in your *hand*.

TEACHER. This is a *cent*.

How many cents have I in *this* hand?

PUPIL. You have ——— cents in that hand.

TEACHER. This is a *nickel*.

How many *cents* are there in a nickel?

PUPIL. There are *five* cents in a nickel.

TEACHER. I have a *dime*.

What do you *see*?

PUPIL. I see a *dime*.

TEACHER. How many *cents* are there in a dime?

PUPIL. There are *ten* cents in a dime.

TEACHER. How many *nickels* are there in a dime?

PUPIL. There are *two* nickels in a dime.

TEACHER. What part of a dime is a *nickel*?

PUPIL. A nickel is one *half* of a dime.

LESSON 70

REVIEW

TEACHER. How many inches *are* there in half of a foot?

PUPIL. There are *six* inches in half of a foot.

TEACHER. What *part* of a dime is a nickel?

PUPIL. A nickel is one *half* of a dime.

TEACHER. How much money are *three* nickels?

PUPIL. Three nickels are *fifteen* cents.

TEACHER. How many *cents* is a nickel?

PUPIL. A nickel is *five* cents.

NEW WORDS

buy bought sell sold

TEACHER. I am going to buy a *pencil*.

(Walk to the clerk.)

Have you some *pencils*?

CLERK. Yes.

TEACHER. Give me *one*, please.

(Turn toward the pupils.)

I am buying a *pencil*.

The clerk is going to *sell* me a pencil.

Who sells me a pencil?

PUPIL. The *clerk* sells you a pencil.

TEACHER. Who is *buying*?

PUPIL. *You are buying.*

TEACHER. Who is *selling*?

PUPIL. The *clerk* is selling.

(Give a nickel to the clerk.)

CLERK. *Thank you.*

TEACHER. I bought a *pencil*.

From *whom* did I buy the pencil?

PUPIL. You bought the pencil from the *clerk*.

TEACHER. The clerk *sold* me the pencil.

To *whom* did the clerk sell the pencil?

PUPIL. The clerk sold *you* the pencil.

LESSON 71

REVIEW

TEACHER. Take a *nickel* from my desk and buy some *candy* at the store.

PUPIL. Good morning, Mr. ———.

CLERK. Good morning, Miss ———.

PUPIL. Give me some candy for *five* cents.

CLERK. *Yes.*

(The pupil receives the candy and gives the clerk the nickel.)

CLERK. *Thank you.*

PUPIL. *Good-by.*

CLERK. *Good-by, Miss ———.*

(Have other pupils buy different things at the store.)

NEW WORDS AND EXPRESSION:

pay paid how much?

TEACHER. I am going to buy a *pen*.

I am going to pay *one* cent for the pen.

What am I going to buy?

PUPIL. You are going to buy a *pen*.

TEACHER. How much am I going to *pay*?

PUPIL. You are going to pay *one* cent.

(Go to the store.)

TEACHER. Have you some *pens*?

CLERK. *Yes*.

TEACHER. How much *are* they?

CLERK. *One* cent.

TEACHER. I want *one*, please.

(Pay the clerk.)

TEACHER. I paid *one* cent for a pen.

How much did *X* pay for the candy?

PUPIL. *X* paid *five* cents (or a *nickel*).

TEACHER. How much did *I* pay for the pen?

PUPIL. You paid *one* cent.

(Speak of different things which the pupils have bought at different stores and have them tell you how much they paid.)

LESSON 72

REVIEW

(In reviewing *how much?* and *how many?* teach your pupils that we use *how much* when we speak of things which are measured by quantity and that we can not count. Examples: How much money, time, bread, water, meat, coffee, sugar, milk, candy, fruit, beans, fish, hair, jelly, noise, rice, soap, soup?

We use *how many* when speaking of things which can be counted. Examples: How many cents, nickels, dimes, loaves of bread, slices of bread, glasses of water, pieces of meat, cups of coffee, spoonfuls of sugar, glasses of milk, pieces, pounds or boxes of candy, oranges, bananas, apples, plates of beans, fishes, hairs, glasses of jelly, plates of rice or grains of rice, cakes of soap, plates of soup.)

NOTE: The word *fish* is used as a collective noun, consequently it is in the singular number, in the following expressions: There is plenty of fish in the sea. They caught a large quantity of fish. We had fish for lunch. We use the plural form *fishes* when spoken of individually. Examples: I caught six fishes. We ate two fishes.

NEW WORDS AND EXPRESSION

quarter dollar half dollar

TEACHER. This is a *quarter*.

What can I *buy* for a quarter?

PUPIL. You can buy ——— for a quarter.

TEACHER. What can *you* buy for a quarter?

PUPIL. I can buy —— for a quarter.

TEACHER. I have a *dollar*.

What do you see?

PUPIL. I see a *dollar*.

TEACHER. How many *quarters* make a dollar?

PUPIL. *Four* quarters make a dollar.

TEACHER. What can you *buy* with a dollar?

PUPIL. I can buy —— with a dollar.

(Show them a fifty-cent piece.)

TEACHER. What part of a dollar is this?

PUPIL. It is *half* (or *one* half) of a dollar.

TEACHER. *Yes*.

It is a *half* dollar.

What can we *buy* for a half dollar?

PUPIL. We can buy —— for a half dollar.

TEACHER. How many half dollars *are* there in a dollar?

PUPIL. There are *two* half dollars in a dollar.

LESSON 73

REVIEW

TEACHER. How many cents make a *nickel*?

PUPIL. *Five* cents make a nickel.

TEACHER. How many nickels make a *dime*?

PUPIL. *Two* nickels make a dime.

TEACHER. How many nickels make a *quarter*?

PUPIL. *Five* nickels make a quarter.

TEACHER. How many quarters make a *half* dollar?

PUPIL. *Two* quarters make a half dollar.

TEACHER. How many quarters make a *dollar*?

PUPIL. *Four* quarters make a dollar.

TEACHER. How many *half* dollars make a dollar?

PUPIL. *Two* half dollars make a dollar.

NEW WORDS

cost worth change (n. and v.) changed

(Buy a pencil at the store.)

TEACHER. How *much* are your pencils?

CLERK. They are *three* cents.

TEACHER. They cost *three* cents.

A pencil costs *three* cents.

How much does your *hat* cost?

PUPIL. My hat costs ———.

TEACHER. How much does your *suit* cost?

PUPIL. My suit costs ———.

TEACHER. My pencil is worth *three* cents.

My shoes are worth ———.

How much is your *suit* worth?

PUPIL. My suit is worth ———.

TEACHER. I am going to buy *five* cents' worth of candy.

Give me *five* cents' worth of candy, please.

I want *nine* cents' worth of pencils.

Buy *four* cents' worth of pens.

PUPIL. Please give me *four* cents' worth of pens.

(Hold up a dollar.)

TEACHER. I have no *change*.

I am going to *change* the dollar.

(Go to the store, take four quarters and leave the dollar.)

I have *changed* the dollar.

(Hold up a dime.)

I want some *change*.

I am going to ask the clerk for some *change*.

Have you *change* for a dime?

CLERK. *Yes*.

TEACHER. What change have you: *cents* or *nickels*?

CLERK. I have *nickels*.

(Give the clerk your dime and let him give you two nickels.)

LESSON 74

REVIEW

(Have the pupils ask questions to one another.)

NEW WORDS

pair

wear

wore

TEACHER. I have *two* shoes.

I have a *pair* of shoes.

How *many* pairs of shoes have I?

PUPIL. You have *one* pair of shoes.

TEACHER. *Who* has a pair of socks?

PUPIL. *X* has a pair of socks.

TEACHER. Who has a pair of *stockings*?

PUPIL. *Y* has a pair of stockings.

TEACHER. I wear *shoes*.

I wear a *dress*.

Who wears a *blue* dress?

PUPIL. *Z* wears a blue dress.

TEACHER. What does the boy wear on his *feet*?

PUPIL. The boy wears *shoes* on his feet.

TEACHER. Who are wearing *black* shoes?

PUPIL. _____, _____, _____, and _____ are wearing
black shoes.

TEACHER. What is the girl wearing in her *hair*?

PUPIL. The girl is wearing a *ribbon* in her hair.

TEACHER. The boy wore a *hat* to come to school.

Who wore a *cap*?

PUPIL. _____ wore a cap.

LESSON 75

REVIEW

(Have the pupils buy at the store a pair of shoes, a pair of socks
and a pair of stockings.

Review *wear* and *wore*.)

NEW WORDS

number	size
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TEACHER. This is the number 2.

Write the number 1 on the board.

Who is writing the number 1?

PUPIL. X is writing the number 1.

(Write the numbers from 1 to 10 on the board.)

TEACHER. Read the numbers.

PUPIL. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

TEACHER. These shoes are not of the same size.

The size of these is *small*.

The size of these is *large*.

The size of my shoes is number _____.

What size of shoes do *you* wear?

PUPIL. I wear number _____.

TEACHER. What size of *hat* do you wear?

PUPIL. I wear number _____.

TEACHER. What is the size of your *cap*?

PUPIL. The size of my cap is number _____.

(Have a child buy a pair of shoes at the store.)

PUPIL. I want a pair of *shoes*.

CLERK. What *size*?

What *size* do you wear?

PUPIL. Number _____.

LESSON 76

(Let the children play store. Explain to them that they must do everything in a business-like fashion. Unnecessary conversation, such as inquiring about the family, etc., is out of place here.)

LESSON 77

(Review the words and expressions which you think your pupils need.)

NEW WORDS

cover (n. and v.) covered front cover back cover

TEACHER. This is the *cover* of my book.

What do you *see*?

PUPIL. I see the *cover* of your book.

TEACHER. What *color* is the cover of my book?

PUPIL. The color of the cover of your book is ———.

(Show your pupils a loose paper cover.)

TEACHER. I am going to *cover* my book.

What am I *doing*?

PUPIL. You are *covering* your book.

TEACHER. *What* am I covering?

PUPIL. You are covering your *book*.

TEACHER. *Who* covered my book?

PUPIL. *You* covered your book.

TEACHER. This is the *front* cover.

What do you *see* on the front cover?

PUPIL. I see a *picture* on the front cover.

TEACHER. This is the *back* cover.

What do you *see* on the back cover?

PUPIL. I see *nothing* on the back cover.

LESSON 78

REVIEW

TEACHER. Cover your *book*.

What is X *covering*?

PUPIL. X is covering his *book*.

TEACHER. With *what* is X covering his book?

PUPIL. X is covering his book with *paper*.

TEACHER. What *kind* of cover is it?

PUPIL. It is a *paper* cover.

TEACHER. On what *cover* is the name of your book?

PUPIL. The name of my book is on the *front* cover.

TEACHER. What is there on the *back* cover?

PUPIL. There is *nothing* on the back cover.

NEW WORDS

leaf leaves page pages

TEACHER. This is a *leaf*.

Count *four* leaves.

PUPIL. *One, two, three, four.*

TEACHER. How *many* leaves did he count?

PUPIL. He counted *four* leaves.

TEACHER. What *color* are the leaves of the book?

PUPIL. The leaves are *white*.

TEACHER. What do you *see* on the leaves?

PUPIL. I see *words* on the leaves.

TEACHER. What color are the leaves on the *trees*?

PUPIL. The leaves on the trees are *green*.

TEACHER. This is a *page*.

What page *is* it?

PUPIL. It is page ———.

TEACHER. How *many* pages has a leaf?

PUPIL. A leaf has *two* pages.

TEACHER. All take your Spanish *books*.

Girls, turn to page *ten*.

Show the *boys* page ten.

Boys, turn to page *fifteen*.

Show the *girls* page fifteen.

LESSON 79

REVIEW

TEACHER. With *what* can you cover a book?

PUPIL. I can cover a book with *paper*.

I can cover a book with *cloth*.

(Show the pupils a pamphlet or a bulletin with a paper cover.)

TEACHER. What *kind* of cover has this book?

PUPIL. That book has a *paper* cover.

TEACHER. What kind of cover has *this* book?

PUPIL. That book has a *cloth* cover.

TEACHER. A leaf of your book has how many *pages*?

PUPIL. A leaf of my book has *two* pages.

NEW WORDS

lesson study studied know knew

TEACHER. Take your Spanish *books*.

Turn to page ———.

This is your *lesson* (pointing to a paragraph).

What is your lesson?

PUPIL. *This* is our lesson.

TEACHER. *Study*.

Study your *lesson*.

Children, what are you *doing*?

PUPIL. We are *studying*.

TEACHER. *What* are you studying?

PUPIL. We are studying our *lesson*.

TEACHER. What does *X* do?

PUPIL. *X* *studies*.

TEACHER. *Stop* studying.

What did you *do*?

PUPIL. I *studied*.

TEACHER. *What* did you study?

PUPIL. I studied my *lesson*.

TEACHER. You *studied* your lesson.

You *know* your lesson.

I know the name of this *boy*.

It is ———.

Who knows *my* name?

PUPIL. *I* do.

TEACHER. What is it?

PUPIL. It is Miss ———.

TEACHER. All those who know their Spanish lesson,
stand.

(Have a few read.)

Put away your *books*.

Y knew his *lesson*.

Who *else* knew his lesson?

PUPIL. I knew my lesson.

TEACHER. Who *else*?

PUPIL. Z knew his lesson.

LESSON 80

REVIEW

TEACHER. Take your Spanish *book* and study your *lesson*.

What is X *doing*?

PUPIL. X is studying his *lesson*.

TEACHER. *Stop* studying your lesson.

What did you *study*?

PUPIL. I studied my *lesson*.

TEACHER. *Who* knows his lesson?

PUPIL. X knows his lesson.

NEW WORDS

poem **recite** **recited** **very** **must**

TEACHER. I know a *poem*.

(Recite a simple Spanish poem.)

I can recite a poem in *English*.

(Recite an easy poem.)

What can I recite?

PUPIL. You can recite a *poem*.

TEACHER. Recite a poem in *Spanish*.

(The child does it.)

Who recited a poem?

PUPIL. X recited a poem.

TEACHER. X recited the poem *very* well.

The poem is *very* pretty.

(Make several sentences with: very good; very small; very large; etc.)

How well did X recite the poem?

PUPIL. X recited the poem *very* well.

TEACHER. If you want to know your lesson very well you must *study*.

You must study *very* much.

What must you *do* when you are hungry?

PUPIL. When we are hungry we must *eat*.

(The child may answer:)

When I am hungry I must *eat*.

TEACHER. If you are *thirsty* what must you do?

PUPIL. If we are thirsty we must *drink*.

If I am thirsty I must *drink*.

TEACHER. If you want to know your lesson well, what must you *do*?

PUPIL. If I want to know my lesson well I must *study*.

TEACHER. *How* much must you study?

PUPIL. I must study *very* much.

PART II

LESSON 81

REVIEW

(Write on the board a Spanish poem which the pupils know.)

TEACHER. What is this?

PUPIL. That is a *poem*.

TEACHER. *Read* the poem.

Who is reading the poem?

PUPIL. *X* is reading the poem.

(Write a poem which the pupils do not know.)

TEACHER. How many of you know *this* poem?

No one knows it.

If you do not know the poem what must
you do?

PUPIL. If we do not know the poem we must *study* it.

TEACHER. *How* must you study?

PUPIL. We must study *very* much.

TEACHER. *Recite* a poem.

What did *Y* recite?

PUPIL. *Y* recited a *poem*.

TEACHER. *How* well did *Y* recite the poem?

PUPIL. *Y* recited the poem *very* well.

NEW WORDS

about would should be

(Recite a poem.)

TEACHER. The poem is about ———.

I am going to tell you something about this
book.

The book is *good*.

Tell me something about your *pencil*.

PUPIL. My pencil is ———.

(Hold up the chalk crayon.)

TEACHER. Tell me something about the *crayon*.

PUPIL. The crayon is *white*.

The crayon is *long*.

The crayon is in your *hand*.

The crayon is *round*.

I can *write* with the crayon.

TEACHER. I am *thirsty*.

I would like to have some *water*.

Give me some *water*, please.

I would like to have you sing a *song*.

What song would you like to sing?

PUPIL. I should like to sing ———.

TEACHER. And you, *what* would you like to sing?

PUPIL. I should like to sing ———.

TEACHER. If you want to know your lesson you should *study*.

You should study *very* much.

What should you *do* to learn your lesson?

PUPIL. We should *study* to learn our lesson.

TEACHER. What should you do when you are *hungry*?

PUPIL. We should *eat* when we are hungry.

TEACHER. What should you do when you are *thirsty*?

PUPIL. We should *drink* when we are thirsty.

TEACHER. There is *something* in this box.

What can it *be*?

O, it is a ———.

I should like to be a little girl like ——— to *play*.

I should like to be at the *window*.

(Walk to the window.)

I should like to be on my *chair*.

(Do it.)

Where would *you* like to be?

(The pupils may give such expressions as:)

- PUPIL. I should like to be at the *door*.
 I should like to be at the *board*.
 I should like to be on your *chair*.
 I should like to be *with X*.
 I should like to be *with you*.

LESSON 82

REVIEW

TEACHER. What should you *do* in school?

- PUPIL. I should *study* in school.
 I should be *good* in school.
 I should *read* in school.
 I should *write* in school.

TEACHER. Tell me something we should *have* in school.

- PUPIL. We should have *books*.
 We should have *pencils*.
 We should have *paper*.
 We should have *seats*.

TEACHER. What would you like to *be*?

- PUPIL. I should like to be a *man*.
 I should like to be a *woman*.
 I should like to be a *teacher*.
 I should like to be a *merchant*.
 I should like to be a *clerk*.

NEW WORDS

bell

ring

rang

softly

loud

TEACHER. This is a *bell*.

What *have* I?

PUPIL. You have a *bell*.

TEACHER. *Where* is the bell?

PUPIL. The bell is in your *hand*.

TEACHER. I can *ring* the bell.

I am *ringing* the bell.

What am I ringing?

PUPIL. You are ringing the *bell*.

TEACHER. With *what* am I ringing the bell?

PUPIL. You are ringing the bell with your *hand*.

TEACHER. I rang the *bell*.

Who rang the bell?

PUPIL. *You* rang the bell.

TEACHER. I am ringing the bell *softly*.

I am ringing the bell *loud*.

Ring the bell *softly*.

PUPIL. I am ringing the bell *softly*.

TEACHER. Ring the bell *loud*.

PUPIL. I am ringing the bell *loud*.

TEACHER. *How* am I speaking (speaking softly)?

PUPIL. You are speaking *softly*.

TEACHER. How am I speaking *now*?

PUPIL. You are speaking *loud*.

TEACHER. *How* should we speak?

PUPIL. We should speak *softly*.

LESSON 83

REVIEW

TEACHER. Ring the bell *softly*.

PUPIL. I am ringing the bell *softly*.

TEACHER. Ring it *very* softly.

PUPIL. I am ringing the bell *very* softly.

TEACHER. Ring the bell *loud*.

PUPIL. I am ringing the bell *loud*.

TEACHER. Ring the bell *very* loud.

PUPIL. I am ringing the bell *very* loud.

(Use the same expressions with *speak*.)

NEW WORDS

mark divide divided

TEACHER. What did I *draw* on the board?

PUPIL. You drew a *line* on the board.

TEACHER. I am putting a *mark* here.

The mark *divides* the line.

What *is* this?

PUPIL. That is a *mark*.

TEACHER. The mark divides the line into how many *parts*?

PUPIL. The mark divides the line into *two* parts.

TEACHER. The line is divided into how *many* parts?

PUPIL. The line is divided into *two* parts.

TEACHER. Erase *one* part.

PUPIL. I am erasing *one* part.

TEACHER. Erase the *other* part.

PUPIL. I am erasing the *other* part.

LESSON 84

REVIEW

TEACHER. Draw a line a *yard* long.

PUPIL. I am drawing a line a *yard* long.

TEACHER. Divide the line into *three* parts.

PUPIL. I am dividing the line into *three* parts.

TEACHER. What *are* these?

PUPIL. Those are *marks*.

TEACHER. What do the marks *do*?

PUPIL. The marks divide the *line*.

TEACHER. The marks divide the line into how many *parts*?

PUPIL. The marks divide the line into *three* parts.

TEACHER. Put *eight* books on my desk.

PUPIL. I am putting *eight* books on your desk.

- TEACHER. Divide the books into four *parts*.
 PUPIL. I am dividing the books into four *parts*.
 TEACHER. Give me *one* part.
 PUPIL. I am giving you *one* part.
 TEACHER. Take *one* part.
 PUPIL. I am taking *one* part.
 TEACHER. How many parts are there on my *desk*?
 PUPIL. There are *two* parts on your desk.

NEW WORDS

light day dark night during

NOTE: *Day* means when it is light, or the 24 hours it takes the earth to complete a revolution on its axis. *Morning* is the first or early part of the day. *Forenoon* is the part of the day between morning and noon. *Noon* is midday or 12 o'clock in the daytime. *Afternoon* is the part of the day between noon and evening. *Evening* is the close of the day and the early part of darkness or night. *Night* is the part of the day when there is no light of the sun.

We use the expression *good evening* when we meet someone in the evening and *good night* when we part with people.

We spend the *evening* at a place. We spend the *night* in a place if we sleep there.

- TEACHER. The light comes from the *sun*.
 It is *light* now.
 When it is light it is *day*.
 What is it now?
- PUPIL. It is *day*.
- TEACHER. When there is no sun it is *dark*.
 When it is dark it is *night*.
 Who likes dark nights?
- PUPIL. I do *not* like dark nights.
- TEACHER. During the day you come to *school*.
 What do you do during the *night*?
- PUPIL. I *sleep* during the night.
- TEACHER. Where *are* we during the day?
- PUPIL. We are in *school* during the day.
- TEACHER. Where are we during the *night*?

PUPIL. We are at *home* during the night.

TEACHER. Who has dark *hair*?

PUPIL. *X* has dark hair.

TEACHER. Who has *light* hair?

PUPIL. *Y* has light hair.

LESSON 85

REVIEW

(Have objects of different dark colors: dark blue, dark red, dark green; also some objects of light colors: light yellow, light orange, light pink.)

TEACHER. Take a light-blue *ribbon*.

PUPIL. I am taking a light-blue *ribbon*.

TEACHER. Take a *dark*-blue ribbon.

PUPIL. I am taking a *dark*-blue ribbon.

TEACHER. Show me a *very* dark-blue ribbon.

PUPIL. I am showing you a *very* dark-blue ribbon.

(Use the expressions: light green, light brown, etc. Speak also of very light hair; light hair; dark hair; very dark hair, and black hair.)

NEW WORDS

moon

star

near

far

(Use a picture for developing this lesson.)

TEACHER. This is the *moon*.

Where is the moon?

PUPIL. The moon is in the *sky*.

TEACHER. *When* can we see the moon?

PUPIL. We can see the moon during the *night*.

TEACHER. What does the moon *give* us?

PUPIL. The moon gives us *light*.

TEACHER. This is a *star*.

Where can we see stars?

PUPIL. We can see stars in the *sky*.

TEACHER. *When* do we see the stars?

PUPIL. We see the stars during the *night* (or at *night*).

TEACHER. How *many* stars do you see in the picture?

PUPIL. I see ——— stars.

TEACHER. The stars are *far* from us.

My desk is *near* me.

X is *far* from me.

Y is *near* me.

Where are the stars?

PUPIL. The stars are *far*.

TEACHER. Who sits *near* you?

PUPIL. ——— sits near me.

TEACHER. Who sits *far* from you?

PUPIL. ——— sits far from me.

LESSON 86

REVIEW

TEACHER. What do we *see* in the sky during the day?

PUPIL. We see the *sun* in the sky during the day.

TEACHER. What do we see during the *night*?

PUPIL. We see the *moon* during the night.

We see the *stars* during the night.

We see the *moon* and the *stars* during the night.

TEACHER. Who lives near the *school*?

PUPIL. X lives near the school.

TEACHER. Who lives *far* from the school?

PUPIL. Y lives far from the school.

NEW WORDS

before after

(Write on the board the numbers from one to ten.)

TEACHER. Number one comes *before* the number two.

Number two comes *after* the number one.

What number comes *before* the number five?

PUPIL. The number *four* comes before the number five.

TEACHER. What number comes *after* the number five?

PUPIL. The number *six* comes after the number five.

LESSON 87

REVIEW

(Have the children ask themselves questions using *before* and *after* while speaking of numbers.)

NEW WORDS

morning

forenoon

noon

(Teach these words during the forenoon.)

TEACHER. Morning comes *after* the night.

The sun rises in the *morning*.

When do you wake up?

PUPIL. I wake up in the *morning*.

TEACHER. When do you *rise*?

PUPIL. I rise in the *morning*.

TEACHER. We are now in the *forenoon*.

Where *are* we during the forenoon?

PUPIL. We are in *school* during the forenoon.

TEACHER. We go home at *noon*.

We *eat* at noon.

When are we going home?

PUPIL. We are going home at *noon*.

TEACHER. What do we *do* at noon?

PUPIL. We *eat* at noon.

LESSON 88

REVIEW

TEACHER. *When* is it night?

PUPIL. It is night when it is *dark*.

TEACHER. What comes *after* the night?

PUPIL. *Morning* comes after the night.

TEACHER. What comes *before* the morning?

PUPIL. *Night* comes before the morning.

TEACHER. When do we *rise*?

PUPIL. We rise in the *morning*.

TEACHER. When does the *sun* rise?

PUPIL. The sun rises in the *morning*.

TEACHER. What *part* of the day is from morning to noon?

PUPIL. The *forenoon* is from morning to noon.

TEACHER. What comes *after* the forenoon?

PUPIL. Noon comes *after* the forenoon.

NEW WORDS

afternoon

evening

to-night

(Teach this lesson during the afternoon.)

TEACHER. We are now in the *afternoon*.

What *part* of the day is this?

PUPIL. This is the *afternoon*.

TEACHER. What do you *do* in the afternoon?

PUPIL. We *read* in the afternoon.

We *write* in the afternoon.

We speak *English* in the afternoon.

We *sing* in the afternoon.

TEACHER. After the afternoon comes the *evening*.

What are you going to *do* this evening?

PUPIL. I am going to *read* this evening.

I am going to *study* this evening.

I am going for a *walk* this evening.

I am going to the *plaza* this evening.

TEACHER. What comes after the *evening*?

PUPIL. *Night* comes after the evening.

TEACHER. What do you *do* during the night?

PUPIL. I *sleep* during the night.

TEACHER. Where *are* you all night?

PUPIL. I am *home* all night.

TEACHER. To-night I am going to *bed*.

Where are you going to *sleep* to-night?

PUPIL. I am going to sleep at *home* to-night.

TEACHER. In what *bed* are you going to sleep to-night?

PUPIL. I am going to sleep in *my* bed to-night.

LESSON 89

REVIEW

TEACHER. What *part* of the day comes after the night?

PUPIL. *Morning* comes after the night.

TEACHER. What comes after *morning*?

PUPIL. *Forenoon* comes after morning.

TEACHER. What comes after the *forenoon*?

PUPIL. *Noon* comes after the forenoon.

TEACHER. And after *noon*?

PUPIL. The *afternoon*.

TEACHER. What comes after the *afternoon*?

PUPIL. *Evening* comes after the afternoon.

TEACHER. What comes after the *evening*?

PUPIL. *Night* comes after the evening.

TEACHER. Name *all* the parts of the day.

PUPIL. *Morning, forenoon, noon, afternoon, evening and night.*

NEW WORDS

first

second

third

fourth

fifth

(Write on the board 1, 2, 3, 4, 5.)

TEACHER. One is the *first* number I wrote.

Two is the *second* number I wrote.

This is the *first* page of the book.

X is the *second* boy in this line.

Point to the *first* number.

PUPIL. I am pointing to the *first* number.

TEACHER. What is the *second* number?

PUPIL. *Two* is the second number.

(In the same way teach *third*, *fourth* and *fifth*. Write five words on the board.)

TEACHER. Read the *second* word I wrote; the *fourth*; the *first*; the *fifth*; the *third*.

LESSON 90

REVIEW

TEACHER. What is the *first* part of the day?

PUPIL. *Morning* is the first part of the day.

TEACHER. What is the *second* part?

PUPIL. *Forenoon* is the second part of the day.

TEACHER. The *third* part?

PUPIL. *Noon*.

TEACHER. The *fourth* part?

PUPIL. *Afternoon*.

TEACHER. The *fifth* part?

PUPIL. *Evening*.

TEACHER. Turn to the *fourth* page of your book and read the *fifth* line.

NEW WORDS

breakfast

lunch

dinner

meal

NOTE: The first meal of the day is called *breakfast*; the second, *lunch*; and the third, *dinner*. Dinner is the big meal of the day. If dinner is served at noon, the third meal is then called *supper*.

TEACHER. We have *breakfast* in the morning.

I have *little* for breakfast.

For breakfast I have _____.

What do *you* take for breakfast?

PUPIL. I take for breakfast _____.

TEACHER. *When* do we have breakfast?

PUPIL. We have breakfast in the *morning*.

TEACHER. At noon we have *lunch*.

What do you *take* for lunch?

PUPIL. For lunch I take ——.

TEACHER. We have dinner in the *evening*.

What *have* you for dinner?

PUPIL. For dinner I have ——.

TEACHER. Breakfast is the *first* meal of the day; lunch is the *second* meal; dinner is the *third* meal.

How *many* meals have we in a day?

PUPIL. We have *three* meals in a day.

TEACHER. What is the *first* meal?

PUPIL. *Breakfast* is the first meal.

TEACHER. What is the *second* meal?

PUPIL. *Lunch* is the second meal.

TEACHER. What is the *third* meal?

PUPIL. *Dinner* is the third meal.

TEACHER. Name the *three* meals of the day.

PUPIL. *Breakfast, lunch and dinner*.

LESSON 91

REVIEW

(Call, one at a time, five pupils to come to you.)

TEACHER. *Who* came to me first?

PUPIL. *X* came to you first.

TEACHER. *Who* came to me *second*?

PUPIL. *Y* came to you second.

TEACHER. *Who* came to me *third*?

PUPIL. *Z* came to you third.

TEACHER. *Who* came to me *fourth*?

PUPIL. —— came to you fourth.

TEACHER. *Who* came to me *fifth*?

PUPIL. —— came to you fifth.

(Have the pupils make sentences using first, second, etc.)

- PUPIL A. I am turning to the *fifth* page of my book.
 PUPIL B. I can read the *third* line on page four.
 PUPIL C. Miss —— was my *first* teacher.
 PUPIL D. You are my *second* teacher.
 PUPIL E. This is the *fourth* number I wrote on the board.

NEW WORDS AND EXPRESSION

once twice three times

(Walk to the door and back.)

- TEACHER. I walked to the door *once*.
 I opened the book *once*.
 I walked to the door *twice*.
 Walk to the board *once*.
 PUPIL. I am walking to the board *once*.
 TEACHER. Come to me *twice*.
 PUPIL. I am coming to you *twice*.
 TEACHER. I wrote the word "casa" *three* times.
 Write the word "silla" *three* times.
 PUPIL. I am writing the word "silla" *three* times.
 TEACHER. How many times a day do you *eat*?
 PUPIL. I eat *three* times a day.
 TEACHER. How many times a day do you have *English*?
 PUPIL. We have English *three* times a day.

LESSON 92

REVIEW

- TEACHER. Say the word man *twice*.
 PUPIL. *Man, man*.
 TEACHER. Say the word chair *three* times.
 PUPIL. *Chair, chair, chair*.
 TEACHER. Say the word house *once*.
 PUPIL. *House*.

TEACHER. How many times a day do you come to school?

PUPIL. We come to school *twice* a day.

(Have the pupils ask one another questions using *once*, *twice* and *three times*.)

NEW WORDS

begin began end ended stop stopped

(Write on the board the numbers 1 and 2 at some distance apart.)

TEACHER. I am going to draw a line from 1 to 2.

I am going to begin the line at 1 and end it at 2.

I am beginning the line at 1 and I am ending it at 2.

The board begins *here* and ends *there*.

(Write the numbers 3 and 4 about two feet apart.)

Draw a line beginning at 3 and ending at 4.

PUPIL. I am drawing a line beginning at 3 and ending at 4.

TEACHER. *Where* does the line begin?

PUPIL. The line begins at 3.

TEACHER. *Where* does it *end*?

PUPIL. It ends at 4.

(Erase the line you drew.)

TEACHER. The line began at 1 and ended at 2.

Where did the line begin?

PUPIL. The line began at 1.

TEACHER. *Where* did it *end*?

PUPIL. It ended at 2.

TEACHER. I am going to *walk* and then *stop*.

I am *walking*.

I am *stopping*.

Walk.

PUPIL. I am *walking*.

TEACHER. *Stop*.

PUPIL. I am *stopping*.

TEACHER. Read on page ———.

(The child does it.)

TEACHER. *Stop* reading.

Walk to *me* and stop a little at my *desk*.

PUPIL. I am walking to *you* and I am stopping a little at your *desk*.

TEACHER. X stopped at my *desk*.

He stopped a *little*.

Who stopped at my desk?

PUPIL. X stopped at your desk.

TEACHER. *Where* did X stop?

PUPIL. X stopped at your *desk*.

LESSON 93

REVIEW

TEACHER. Walk *around* the room and stop *twice*.

PUPIL. I am walking *around* the room and I am stopping *twice*.

TEACHER. Do it *again* and say *nothing*.

What is X *doing*?

PUPIL. X is walking *around* the room and he is stopping *twice*.

TEACHER. How many *times* did X stop?

PUPIL. X stopped *twice*.

TEACHER. Write on the board "Puedo hablar un poco de inglés."

(When the child has written the word "de" say:)

Stop writing.

With what *word* did Y begin to write?

PUPIL. Y began to write with the word "*puedo*."

TEACHER. Where did Y *stop*?

PUPIL. Y stopped at the word "*de.*"

TEACHER. Write the *other* word.

PUPIL. I am writing the *other* word.

TEACHER. Y ended with *what* word?

PUPIL. Y ended with the word "*inglés.*"

(Review *first, second, third, fourth* and *fifth* using the sentence on the board. Examples: The *first* word, the *third*, etc.)

NEW WORDS

sixth

seventh

eighth

ninth

tenth

(Write a sentence composed of ten words and after reviewing *first, second, third, fourth* and *fifth*, teach *sixth, seventh, eighth, ninth* and *tenth*.)

TEACHER. Turn to the *eighth* page of your book.

PUPIL. I am turning to the *eighth* page of my book.

TEACHER. Read the *tenth* word in the sixth line.

(The child does it.)

TEACHER. *Which* word in *which* line did X read?

PUPIL. X read the *tenth* word in the *sixth* line.

TEACHER. Read the *seventh* word in the *ninth* line.

Which word in *which* line did Y read?

PUPIL. Y read the *seventh* word in the *ninth* line.

(Have the pupils stand one after another and ask: *Who* stood first? *Who* stood *sixth*? etc.)

LESSON 94

REVIEW

(Have the pupils ask one another questions using: *sixth, seventh*, etc.)

NEW WORDS

DOMESTIC ANIMALS

goat

mule

goose

turkey

sheep

ox

duck

pig

NOTE: The plural of *goose* is *geese*; of *ox* is *oxen*; *sheep* has the same form for singular and plural.

TEACHER. The dog is an *animal*.

The *hen* is an animal.

What animals live in the *house*?

PUPIL. The *dog* and the *cat*.

TEACHER. What animals live *near* the house?

PUPIL. The *hen*; the *horse*; and the *cow*.

TEACHER. All those animals are called *domestic* animals.

What *domestic* animals live in the house?

PUPIL. The *dog* and the *cat*.

TEACHER. What *domestic* animals live *near* the house?

PUPIL. The *horse*; the *cow*; the *hen*, etc.

(By means of pictures teach: Goat, sheep, etc.)

LESSON 95

REVIEW

TEACHER. Name one *domestic animal*.

PUPIL. The *cat*.

TEACHER. Name *another*.

PUPIL. The *dog*.

TEACHER. *Another*.

PUPIL. The *cow*.

(Keep this up until all the known domestic animals are named.)

TEACHER. Name *all* the *domestic* animals you know.

PUPIL. The *horse*; the *sheep*; etc.

NEW WORDS

WILD ANIMALS

mongoose

fox

bear

squirrel

monkey

wolf

lion

rabbit

(Teach the names of these animals by means of pictures.)

LESSON 96

REVIEW

(Review the names of the domestic and wild animals taught.)

TEACHER. Let us *play*.
You are going to be *animals*.
What animal *are* you?

PUPIL A. I am a *horse*.

PUPIL B. I am a *cat*.

PUPIL C. I am a *dog*.

PUPIL D. I am a *pig*.

PUPIL E. I am a *cow*.

TEACHER. What do you *eat*?

PUPIL A. I eat *grass*.

PUPIL B. I drink *milk*.

PUPIL C. I eat *meat*.

PUPIL D. I eat *sweet* potatoes.

PUPIL E. I eat *grass*.

NEW WORDS

mouse mice rat woods forest

(Use pictures in teaching the names of these animals.)

TEACHER. What *kind* of animal is the mouse?

PUPIL. The mouse is a *wild* animal.

TEACHER. What kind of animal is the *rat*?

PUPIL. The rat is a *wild* animal.

TEACHER. Is it a *good* animal?

PUPIL. No, it is *bad*.

TEACHER. How many mice do you see in the *picture*?

PUPIL. I see ——— mice.

TEACHER. What do you see in *this* picture?

PUPIL. I see *many* trees.

- TEACHER. *Yes.*
 It is a *forest*.
 It is the *woods*.
 What wild *animals* live in the forest (or the woods)?
- PUPIL. The *bear*; the *wolf*; etc.

LESSON 97

REVIEW

- TEACHER. What does the cow *give* us?
 PUPIL. The cow gives us *milk*.
 TEACHER. What does the *hen* give us?
 PUPIL. The hen gives us *eggs*.
 TEACHER. What does the *pig* give us?
 PUPIL. The pig gives us *meat*.
 TEACHER. What does the *goat* give us?
 PUPIL. The goat gives us *milk*.
 TEACHER. What does the *cat* catch?
 PUPIL. The cat catches *rats* and *mice*.

NEW WORDS

toward away

- TEACHER. I am walking *toward* the door.
 I am walking toward my *desk*.
 Walk toward the *window*.
- PUPIL. I am walking toward the *window*.
- TEACHER. Turn toward *X*.
- PUPIL. I am turning toward *X*.
- TEACHER. Run toward the *door*.
- PUPIL. I am running toward the *door*.
- TEACHER. I am walking *away* from my desk.
 I am standing near *Y*.
 Now, I am going *away* from him.
 Walk away from your *seat*.

PUPIL. I am walking away from my *seat*.

TEACHER. Walk *toward* me.

PUPIL. I am walking *toward* you.

TEACHER. Run *away* from me.

PUPIL. I am running *away* from you.

LESSON 98

REVIEW

TEACHER. Turn toward the *street*.

PUPIL. I am turning toward the *street*.

TEACHER. What is X *doing*?

PUPIL. X is turning toward the *street*.

TEACHER. Turn *away* from the street.

PUPIL. I am turning *away* from the street.

TEACHER. Run away from your *seat*.

PUPIL. I am running away from my *seat*.

TEACHER. Run *toward* your seat.

PUPIL. I am running *toward* my seat.

TEACHER. All take your *books*.

(The children do it.)

All put your books *away* (or put *away* your books).

NEW WORDS

slowly

fast

quickly

NOTE: The adverbs *fast* and *quickly* are synonyms. There is, however, a slight difference in their meaning. We write, read, run, speak *fast*. We rise, stand, put away our books, close a door, *quickly*. *Quickly* is used when an action is done promptly—when it occupies but little time.

TEACHER. I am walking *slowly*.

I am walking *fast*.

I am closing the door *slowly*.

Walk to me *slowly*.

PUPIL. I am walking to you *slowly*.

- TEACHER. Walk to your seat *fast*.
PUPIL. I am walking to my seat *fast*.
TEACHER. Write your name *slowly*.
PUPIL. I am writing my name *slowly*.
TEACHER. Write a word *fast*.
PUPIL. I am writing a word *fast*.
TEACHER. I am turning *quickly*.
I am standing *quickly*.
All take your books *quickly*.
Put away your books *quickly*.
Do something *quickly*.
PUPIL A. I take my book *quickly*.
PUPIL B. I turn *quickly*.
PUPIL C. I rise *quickly*.
PUPIL D. I put away my pencil *quickly*.

LESSON 99

REVIEW

- TEACHER. What can you do *fast*?
PUPIL A. I can speak *Spanish* fast.
PUPIL B. I can *walk* fast.
PUPIL C. I can *eat* fast.
PUPIL D. I can *read* fast.
PUPIL E. I can *run* fast.
TEACHER. What can you do *slowly*?
PUPIL F. I can *eat* slowly.
PUPIL G. I can drink *water* slowly.
PUPIL H. I can *write* slowly.
PUPIL I. I can *walk* slowly.
TEACHER. What can you do *quickly*?
PUPIL J. I can close my *eyes* quickly.
PUPIL K. I can *open* my eyes quickly.
PUPIL L. I can *stand* quickly.
PUPIL M. I can go to the *door* quickly.

NEW WORDS

high **low** **also**

NOTE: As the pupils have learned in the first grade the meaning of the word *too*, it will be easy to teach its synonym *also*.

TEACHER. This picture is *high*.

This picture is low.

My desk is *high*.

Your desks are low.

Write a word *high* on the board.

PUPIL. I am writing a word *high* on the board.

TEACHER. Write a word *low* on the board.

PUPIL. I am writing a word *low* on the board.

(Pin objects high on the wall, others low, and have the children tell you where they are, whether high or low.)

TEACHER. Come to *me*.

PUPIL. I am coming to *you*.

TEACHER. You, *also*, come to me.

PUPIL. I, *also*, am coming to you.

TEACHER. What *picture* is low on the wall?

PUPIL. *That* picture is low on the wall.

TEACHER. What other picture is *also* low?

PUPIL. *That* picture is also low.

LESSON 100

REVIEW

TEACHER. Draw a line *high* on the board.

PUPIL. I am drawing a line *high* on the board.

(Ask the same child.)

TEACHER. Draw, also, a line *low* on the board.

PUPIL. I am drawing, also, a line *low* on the board.

TEACHER. What *things* on the walls are high?

PUPIL. _____, _____, _____, and _____ are *high*.

TEACHER. What things on the wall are *low*?

PUPIL. _____, _____, _____, and _____ are *low*.

NEW WORDS

tall as so almost

NOTE: We use *as* in positive statements: *As good as; as tall as*. We use *so* in negative statements: *Not so good as; not so tall as*.

TEACHER. Mr. X is a *tall* man.

Mr. Y, *also*, is tall.

This tree is tall.

Who is a tall boy?

PUPIL. X is a tall boy.

TEACHER. *Who* is a tall girl?

PUPIL. Y is a tall girl.

TEACHER. This boy is as tall as *this* boy.

This boy is *not* so tall as this boy.

Who is as tall as this girl?

PUPIL. *This* girl is as tall as that girl.

TEACHER. Who is not so tall as this *boy*?

PUPIL. *This* boy is not so tall as that boy.

TEACHER. What *fruit* is as good as the mango?

PUPIL. ——— is as good as the mango.

TEACHER. What fruit is *not* so good as the mango?

PUPIL. ——— is not so good as the mango.

TEACHER. Y is *almost* as tall as X.

Z is *almost* as tall as X.

(Try to touch something which you can almost reach.)

I can *almost* take ———.

Who is *almost* as tall as X?

PUPIL. ——— is *almost* as tall as X.

TEACHER. Which *boy* is almost as tall as this girl?

PUPIL. ——— is almost as tall as that girl.

LESSON 101

REVIEW

TEACHER. *Who* lives in a tall house?

PUPIL. Mr. ——— lives in a tall house.

TEACHER. Who lives in a *low* house?

PUPIL. Mr. ——— lives in a low house.

TEACHER. *Who* has a house almost as tall as Mr. ———'s?

PUPIL. Mr. ——— has a house almost as tall as Mr. ———'s.

TEACHER. *Who* has a house as tall as Mr. ———'s?

PUPIL. Mr. ——— has a house as tall as Mr. ———'s.

TEACHER. *Who* lives in a house not so tall as Mr. ———'s?

PUPIL. Mr. ——— lives in a house not so tall as Mr. ———'s.

(Speak about a tall man; a tall woman; a tall tree.)

NEW WORDS

to-day

Monday

yesterday

Sunday

TEACHER. To-day is *Monday*.

Yesterday was *Sunday*.

To-day, X came to *school*.

Who came to school *yesterday*?

PUPIL. No one came to school yesterday.

TEACHER. What *day* is to-day?

PUPIL. To-day is *Monday*.

TEACHER. What day was *yesterday*?

PUPIL. Yesterday was *Sunday*.

TEACHER. What did you *do* yesterday?

PUPIL. I ———.

TEACHER. Some go to *church* on Sunday.

Who went to church yesterday?

PUPIL. *I*.

I went.

I did.

I went to church.

LESSON 102

REVIEW

TEACHER. What *day* was yesterday?

PUPIL. Yesterday was *Monday*.

TEACHER. Who did not come to *school* yesterday?

PUPIL. X did not come to school yesterday.

TEACHER. Who did not come to school yesterday *morning*?

PUPIL. Y did not come to school yesterday morning.

TEACHER. Who did not come to school yesterday *afternoon*?

PUPIL. Z did not come to school yesterday afternoon.

NEW WORD AND EXPRESSION

Tuesday day before yesterday

TEACHER. To-day is *Tuesday*.

What day was *yesterday*?

PUPIL. Yesterday was *Monday*.

TEACHER. What day is *to-day*?

PUPIL. To-day is *Tuesday*.

TEACHER. What day comes *before* Tuesday?

PUPIL. *Monday* comes before Tuesday.

TEACHER. What day comes before *Monday*?

PUPIL. *Sunday* comes before Monday.

TEACHER. The day before yesterday was *Sunday*.

What did you *do* the day before yesterday?

PUPIL. The day before yesterday I ———.

TEACHER. What *day* was the day before yesterday?

PUPIL. The day before yesterday was *Sunday*.

LESSON 103

REVIEW

TEACHER. What *day* was yesterday?

PUPIL. Yesterday was *Tuesday*.

TEACHER. Who did not come to *school* on Tuesday?

PUPIL. *X* did not come to school on Tuesday.

TEACHER. Who did not come to school the day before *yesterday*?

PUPIL. *Y* did not come to school the day before yesterday.

TEACHER. What *day* was the day before yesterday?

PUPIL. The day before yesterday was *Monday*.

TEACHER. And the day *before* Monday?

PUPIL. *Sunday*.

NEW WORDS

Wednesday to-morrow

TEACHER. To-day is *Wednesday*.

Wednesday comes after *what* day?

PUPIL. Wednesday comes after *Tuesday*.

TEACHER. What *day* is to-day?

PUPIL. To-day is *Wednesday*.

TEACHER. What day comes *before* Wednesday?

PUPIL. *Tuesday* comes before Wednesday.

TEACHER. To-morrow you must come to *school*.

What *day* is to-morrow?

PUPIL. I do *not* know.

TEACHER. What days do you *know*?

PUPIL. *Sunday, Monday, Tuesday* and *Wednesday*.

LESSON 104

REVIEW

TEACHER. What *day* was yesterday?

PUPIL. Yesterday was *Wednesday*.

TEACHER. What day was the day *before* yesterday?

PUPIL. The day before yesterday was *Tuesday*.

TEACHER. What day comes *before* Tuesday?

PUPIL. *Monday* comes before Tuesday.

TEACHER. What day comes *before* Monday?

PUPIL. *Sunday* comes before Monday.

TEACHER. Name *all* the days you know.

PUPIL. *Sunday, Monday, Tuesday* and *Wednesday*.

TEACHER. What day is *to-day*?

PUPIL. I do *not* know.

NEW WORDS

Thursday Friday

TEACHER. To-day is *Thursday*.

Thursday comes after *what* day?

PUPIL. *Thursday* comes after *Wednesday*.

TEACHER. What day comes *before* Thursday?

PUPIL. *Wednesday* comes before Thursday.

TEACHER. Name *all* the days you know.

PUPIL. *Sunday, Monday*, etc.

TEACHER. To-morrow is *Friday*.

After *what* day does Friday come?

PUPIL. Friday comes after *Thursday*.

TEACHER. *What* days do you know?

PUPIL. *Sunday, Monday, Tuesday, Wednesday, Thursday*, and *Friday*.

LESSON 105

REVIEW

TEACHER. What *day* is to-day?

PUPIL. To-day is *Friday*.

TEACHER. What day was *yesterday*?

PUPIL. Yesterday was *Thursday*.

TEACHER. What day comes *after* Thursday?

PUPIL. *Friday* comes after Thursday.

(Review also the names of the other days of the week known by the pupils.)

NEW WORDS AND EXPRESSION

Saturday day after to-morrow week

TEACHER. To-morrow is *Saturday*.

Is there *school* on Saturday?

PUPIL. There is *no school* on Saturday.

TEACHER. What are you going to *do* on Saturday?

PUPIL. I am ———.

TEACHER. What day comes after *Friday*?

PUPIL. *Saturday* comes after Friday.

TEACHER. What day is *to-morrow*?

PUPIL. To-morrow is *Saturday*.

TEACHER. What day is the day *after* to-morrow?

PUPIL. The day after to-morrow is *Sunday*.

TEACHER. On *what* days do you come to school?

PUPIL. We come to school on *Monday, Tuesday, Wednesday, Thursday* and *Friday*.

TEACHER. On what days do you *not* come to school?

PUPIL. We do not come to school on *Saturday* and *Sunday*.

TEACHER. You know *all* the names of the days of the week.

Name all the days of the week.

PUPIL. *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday* and *Saturday*.

TEACHER. Name the days of the week you come to *school*.

PUPIL. *Monday, Tuesday, Wednesday, Thursday* and *Friday*.

TEACHER. Let us *count* the days of the week.

I am going to *name* them and you *count* them.
Sunday.

PUPIL. *One*

TEACHER. *Monday*.

PUPIL. *Two*.

TEACHER. *Tuesday.*

PUPIL. *Three.*

TEACHER. *Wednesday.*

PUPIL. *Four.*

TEACHER. *Thursday.*

PUPIL. *Five.*

TEACHER. *Friday.*

PUPIL. *Six.*

TEACHER. *Saturday.*

PUPIL. *Seven.*

TEACHER. How *many* days are there in a week?

PUPIL. There are *seven* days in a week.

LESSON 106

REVIEW

TEACHER. How many days a week do you come to *school*?

PUPIL. We come to school *five* days a week.

TEACHER. How many days a week you do *not* come to school?

PUPIL. We do not come to school *two* days a week.

TEACHER. How *many* days are there in a week?

PUPIL. There are *seven* days in a week.

TEACHER. How many days are there in a *school* week?

PUPIL. There are *five* days in a school week.

TEACHER. Name the days of the week.

PUPIL. *Sunday*, etc.

TEACHER. Name the days of the *school* week.

PUPIL. *Monday*, etc.

NEW WORDS

forward

backward

TEACHER. I am walking *forward*.

I am walking *backward*.

Walk *forward* to me.

PUPIL. I am walking *forward* to you.

TEACHER. Walk *backward* to your seat.

PUPIL. I am walking *backward* to my seat.

TEACHER. Beginning with one, count forward to *five*.

PUPIL. *One, two, three, four, five.*

TEACHER. Beginning with five, count backward to *one*.

PUPIL. *Five, four, three, two, one.*

TEACHER. Name the days of the week *forward*.

PUPIL. *Sunday, etc.*

TEACHER. Name the days of the week *backward*.

PUPIL. *Saturday, Friday, etc.*

LESSON 107

NOTE: If the following words: *Step*, n. and v., *raise*, *bend*, *upward*, *side*, *aside*, *sideways*, *stretch*, etc., have not been taught during the physical exercises, they should be taught now.

REVIEW

TEACHER. Take two steps *forward*.

PUPIL. I am taking two steps *forward*.

TEACHER. Take three steps *backward*.

PUPIL. I am taking three steps *backward*.

TEACHER. Jump *forward*.

PUPIL. I am jumping *forward*.

TEACHER. Jump *backward*.

PUPIL. I am jumping *backward*.

TEACHER. Count forward to *ten*.

PUPIL. *One, two, etc.*

TEACHER. Beginning with ten, count backward to *one*.

PUPIL. *Ten, nine, etc.*

TEACHER. Name the days of the week *forward*.

PUPIL. *Sunday, etc.*

TEACHER. Name the days of the *school* week backward.

PUPIL. *Friday, Thursday, etc.*

NEW WORDS

grade teach taught learn learned

TEACHER. You are in the second *grade*.

X is in the *first* grade.

Who is in the *third* grade?

PUPIL. Y is in the third grade.

TEACHER. Who is in the *first* grade?

PUPIL. Z is in the first grade.

TEACHER. In what grade are *you*?

PUPIL. We are in the *second* grade.

TEACHER. I am teaching you *English*.

I teach the second *grade*.

Who teaches the *first* grade?

PUPIL. Miss ——— teaches the first grade.

TEACHER. Who teaches you *English*?

PUPIL. *You* teach us English.

TEACHER. What am I teaching you *now*?

PUPIL. You are teaching us *English* now.

TEACHER. *Who* teaches school?

PUPIL. *Teachers* teach school.

TEACHER. Yesterday I taught you the word *forward*.

What *other* word did I teach you?

PUPIL. You taught us *backward*.

TEACHER. I teach you *English* and you *learn* English.

Now you are *learning* English.

What are you learning?

PUPIL. We are learning *English*.

TEACHER. What are you learning to *speak* at home?

PUPIL. We are learning to speak *Spanish* at home.

TEACHER. What are you learning to speak in *school*?

PUPIL. We are learning to speak *English* in school.

TEACHER. To-day I taught you the word *grade*.

You *learned* (or *learnt*) the word grade.

What word did you learn *yesterday*?

PUPIL. Yesterday I learned the word ———.

LESSON 108

REVIEW

TEACHER. *Who* is teaching you English?

PUPIL. *You* are teaching us English.

TEACHER. *Where* do you learn to speak English?

PUPIL. We learn to speak English in *school*.

TEACHER. Where do you learn to speak *Spanish*?

PUPIL. We learn to speak Spanish at *home*.

TEACHER. Where are you learning to *read* Spanish?

PUPIL. We are learning to read Spanish in *school*.

TEACHER. In what *grade* do you learn to speak English?

PUPIL. We learn to speak English in the *first* and *second* grades.

TEACHER. What does a teacher *do*?

PUPIL. A teacher teaches *school*.

TEACHER. Name *all* the teachers you know and the grades they are *teaching*.

PUPIL. Miss —— teaches the *first* grade.

Miss —— teaches the *third* grade.

Miss —— teaches the *second* grade.

Mr. —— teaches the *fourth* grade.

NEW WORDS

think **thought**

TEACHER. I am *thinking*.

I think you are learning to speak *English*.

I am thinking about the *book*.

I am going to *tell* you what I am thinking.

The book is *good*.

Think about this *pencil*.

What do you think?

PUPIL. The pencil is *long*.

TEACHER. What did *you* think?

PUPIL. The pencil is ——.

- TEACHER. *Very good.*
X thought.
 About *what* did X think?
- PUPIL. X thought about the *pencil*.
- TEACHER. Who thought about the *book*?
- PUPIL. *You* thought about the book.

LESSON 109

REVIEW

- TEACHER. Think of a *song* you would like to sing.
What song is it?
- PUPIL. ———.
- TEACHER. Let us *sing* it.
 Think of a poem you would like to *recite*.
What poem is it?
- PUPIL. ———.
- TEACHER. *Recite* it.

NEW WORDS

hide hid game hide and seek

- TEACHER. I am going to *hide* this eraser.
 Go to *sleep*.
 (Hide the eraser.)
Wake up.
 Where is it?
- PUPIL A. It is in your *desk*.
- TEACHER. *No.*
- PUPIL B. It is behind your *chair*.
 (Let them guess until they find the place.)
- TEACHER. I *hid* the eraser.
Where was it hid?
- PUPIL. It was hid (or hidden) ———.
- TEACHER. We are going to play a *game*.
 The name of the game is *hide and seek*.

X is going *out* of the room.

Y and Z are going to *hide*.

Then X is going to *look* for Y and Z.

X, go *out* of the room.

Y and Z, *hide*.

(When the children are hidden:)

Come *in*, X.

Look for Y and Z.

PUPIL. *Here* is Y.

Here is Z.

TEACHER. What *game* did you play?

PUPIL. We played *hide and seek*.

LESSON 110

REVIEW

TEACHER. What *game* did I teach you yesterday?

PUPIL. You taught us *hide and seek*.

TEACHER. What *kind* of game is hide and seek?

PUPIL. Hide and seek is a *good* game.

TEACHER. Let us play the *game again*.

NEW WORDS

sometimes lose lost find found

TEACHER. Sometimes you know your *lessons*.

Sometimes, you do *not* know your lessons.

Sometimes, you do not come to *school*.

What do you *do* sometimes?

PUPIL. Sometimes I *play*.

Sometimes I study my *lessons*.

Sometimes I *sing*.

(Walk around the room and drop your pencil as if by accident.)

TEACHER. I lost my *pencil*.

Look for it, please.

(The pencil is brought to you.)

Thank you.

Let us play that X is going *out* and that he is going to lose a *cent*.

X, go *out*, please.

(The cent is dropped on the floor.)

X lost a *cent*.

I am going to *find* it.

I am *looking* for it.

Here it is.

I *found* it.

Where did X lose the cent?

PUPIL. X lost the cent in the *room*.

TEACHER. *Who* found it?

PUPIL. *You* found it.

TEACHER. *Where* did I find it?

PUPIL. You found it on the *floor*.

TEACHER. Let us play *hide and seek*.

Two boys and three girls are going to *hide*.

Y is coming to *find* them if he can.

(The game is played.)

Who hid?

PUPIL. _____, _____, _____, _____, _____, hid.

TEACHER. *Who* found them?

PUPIL. *Y* found them.

LESSON 111

REVIEW

TEACHER. X is going to hide his *ruler*.

All go to *sleep*.

Wake up.

Y, *find* the ruler.

(Let the child say before starting:)

PUPIL. I think it is in Miss ——'s *desk*.

(If it is not there, let him say:)

It is *not*.

(When he finds the object and shows it to the class, he should say:)

It was in ——.

(Let a child say all that Y did. Example:

Y looked for the ruler in Miss ——'s *desk*.

It was *not* there.

He looked in *my* desk.

It was *not* there.

He looked behind the *door*.

It *was* there.)

NEW WORDS

gun

bugle

drum

beat

TEACHER. This is a *gun*.

Who has the gun?

PUPIL. *You* have the gun.

TEACHER. *Whose* gun is it?

PUPIL. It is ——'s gun.

TEACHER. This is a *gun* and this is a *bugle*.

Take the *bugle*.

PUPIL. I am taking the *bugle*.

TEACHER. *Who* has the bugle?

PUPIL. *X* has the bugle.

TEACHER. *Who* has the *gun*?

PUPIL. *You* have the gun.

TEACHER. This is a *drum*.

I can *beat* the drum.

I am *beating* the drum.

What can I *beat*?

PUPIL. You can *beat* the *drum*.

TEACHER. *Beat* the drum.

PUPIL. I am *beating* the drum.

TEACHER. What does *Y* *beat*?

PUPIL. *Y* *beats* the *drum*.

LESSON 112

REVIEW

TEACHER. What do you *see*?

PUPIL. I see a *bugle*.

TEACHER. What do *you* see?

PUPIL. I see a *gun*.

TEACHER. What do *you* see?

PUPIL. I see a *drum*.

TEACHER. What can you *do* to the drum?

PUPIL. I can *beat* the drum.

TEACHER. *Beat* the drum.

PUPIL. I am *beating* the drum.

NEW WORDS

carry carried call called soldier captain

TEACHER. I can carry a *gun*.

I am *carrying* a gun.

I can carry a chair to the *door*.

Carry the *gun*.

PUPIL. I am carrying the *gun*.

TEACHER. Carry the bugle to *X*.

PUPIL. I am carrying the bugle to *X*.

TEACHER. *X*, carry the bugle to my *desk*.

PUPIL. I am carrying the bugle to your *desk*.

TEACHER. *María*.

I am *calling* María.

I am going to call this girl, "*Juana*."

Call *Carlos*.

PUPIL. *Carlos*.

TEACHER. What did you *do*?

PUPIL. I called *Carlos*.

TEACHER. *Who* called Carlos?

PUPIL. *Y* called Carlos.

(Dress some boys as soldiers. Let the Captain wear a paper cap.)

- TEACHER. These are *soldiers*.
How *many* soldiers are there?
- PUPIL. There are ——— soldiers.
- TEACHER. This is the *captain*.
Who is the captain?
- PUPIL. *Z* is the captain.

LESSON 113

REVIEW

- TEACHER. We are going to play *soldiers*.
I am the *Captain*.
I want *soldiers*.
I am going to *call* for soldiers.

(Call on the boys you need.)

- A, B, C, D, take your *guns*.
E, take the *drum*.
F, take the *flag*.
G, take the *bugle*.
Line up *straight*.
Let us walk *around* the room.

NEW WORDS

march marched halt get got

- TEACHER. Now we are going to *march*.
We are going to march *around* the room.
When I say, "*Halt!*" you must *stop*.
Ready!
Keep step!
Left! Right! Left! Right!
Forward, March!
Left! Right! etc.
Halt!
Put away your *things* and be *seated*.
I am going to get the *drum*.

I *got* the drum.

Get me the *bugle*.

PUPIL. I am getting you the *bugle*.

TEACHER. *Who* got me the bugle?

PUPIL. X got you the bugle.

TEACHER. Captain, tell Y to get the *drum*.

PUPIL. Y, get the *drum*, please.

PUPIL. I am getting the *drum*.

TEACHER. For *whom* did you get the drum?

PUPIL. I got the drum for the *Captain*.

LESSON 114

REVIEW

TEACHER. We are going to play *soldiers*.

X is going to be the *Captain*.

Captain, come *forward*; call your *men*; and
get ready to *march*.

PUPIL. A, B, C and D, get your *guns*.

E, get your *drum*.

F, get your *bugle*.

G, get your *flag*.

Line up *straight*.

Ready!

Keep *step!*

Left! Right! etc.

Forward, *March!*

Left! Right! etc.

Halt!

Put away your *things* and be *seated*.

NEW WORDS

stay stayed while return returned but

TEACHER. X, Y, and Z, come with me to the *door*.

All *stay* here while I return to my *desk*.

Who stayed at the door?

PUPIL. X, Y and Z stayed at the door.

TEACHER. What did X, Y and Z *do* while I returned to my *desk*?

PUPIL. X, Y and Z stayed at the *door* while you returned to your *desk*.

TEACHER. X and Y are going to return to their seats, but *not* Z.

X and Y, return to your *seats*.

Who returned to their *seats*?

PUPIL. X and Y returned to their seats.

TEACHER. All but *whom* returned to their seats?

PUPIL. All but Z returned to their seats.

TEACHER. *Who* stayed at the door while X and Y returned to their *seats*?

PUPIL. Z stayed at the door while X and Y returned to their *seats*.

LESSON 115

REVIEW

TEACHER. X and Y, come *here*, please.

X, return to your *seat*, but Y, *stay* here.

Who returned to his seat?

PUPIL. X returned to his seat.

TEACHER. What did Y *do* while X returned to his *seat*?

PUPIL. Y stayed at the *door* while X returned to his *seat*.

(Call on five pupils to stand.)

TEACHER. All be seated but ———.

Come to me with *something*.

PUPIL. I am coming to you with *something*.

TEACHER. Come to *me*, but bring *nothing*.

PUPIL. I am coming to *you*, but I am bringing *nothing*.

NEW WORDS

alone

together

between

TEACHER. No one is with me in the front part of the room.

I am *alone*.

Come to *me*, X.

PUPIL. I am coming to *you*.

TEACHER. I am *not* alone now.

Y, go to the door *alone*.

PUPIL. I am going to the door *alone*.

TEACHER. *Who* went to the door alone?

PUPIL. Y went to the door alone.

TEACHER. X and I are going to the door *together*.

X, let us walk around the room *together*.

What are we *doing*, X?

PUPIL. We are walking *together*.

TEACHER. ——— and ———, stand *together*.

What are ——— and ——— *doing*?

PUPIL. ——— and ——— are standing *together*.

TEACHER. ——— and ———, sit together on my *chair*.

How do they sit?

PUPIL. They sit *together*.

TEACHER. *Where* do they sit together?

PUPIL. They sit together on your *chair*.

TEACHER. *Stand* together.

I am standing *between* the two.

(Write on the board 1, 2, 3.)

The number two is between *one* and *three*.

——— and ———, stand *together* in the front part of the room.

———, stand *between* the two.

PUPIL. I am standing *between* the two.

TEACHER. *Who* stands between ——— and ———?

PUPIL. Z stands between ——— and ———.

LESSON 116

REVIEW

TEACHER. Where is your *nose*?

PUPIL. My nose is between my *eyes*.

TEACHER. What is between your *eyes* and your *mouth*?

PUPIL. My *nose* is between my eyes and my mouth.

TEACHER. Put two books on the *chalk* tray.

PUPIL. I am putting two books on the *chalk* tray.

TEACHER. Put an eraser *between* the two books.

PUPIL. I am putting an eraser *between* the two books.

TEACHER. Put the two books *together* on my desk.

PUPIL. I am putting the two books *together* on your desk.

TEACHER. Walk *alone* around the room.

PUPIL. I am walking *alone* around the room.

TEACHER. X, walk *with* him.

PUPIL. I am walking *with* him.

TEACHER. *How* are X and Y walking?

PUPIL. X and Y are walking *together*.

NEW WORDS

bag**light** (adj.)**heavy**

(Have a paper bag filled with something light and a large cloth bag filled with something heavy.)

TEACHER. This is a *bag*.

It is a *paper* bag.

Take the bag.

PUPIL. I am *taking* the bag.

TEACHER. Put the bag on the *floor*.

PUPIL. I am putting the bag on the *floor*.

TEACHER. *Pick* up the bag from the floor.

PUPIL. I am *picking* up the bag from the floor.

TEACHER. What *kind* of bag is it?

PUPIL. It is a *paper* bag.

TEACHER. This is *another* bag.
What is it *made* of?

PUPIL. It is made of *cloth*.

TEACHER. Yes, it is a *cloth* bag.
The paper bag is *light*.
This bag is *heavy*.

Carry the heavy bag to X.

PUPIL. I am carrying the heavy bag to X.

TEACHER. Carry the *light* bag to X.

PUPIL. I am carrying the *light* bag to X.

(Call on some one who can not carry the heavy bag.)

TEACHER. Carry the *heavy* bag to Y.

PUPIL. I can *not*.

TEACHER. *Why* not?

PUPIL. It is too *heavy*.

LESSON 117

REVIEW

TEACHER. Name *light* things in the room.

PUPIL. Your *chair*; my *book*; my *pencil*; the *pictures*;
etc.

TEACHER. Name *heavy* things.

PUPIL. Your *desk*; our *desks*; etc.

TEACHER. Name heavy things you have at *home*.

PUPIL. Our *table*; our *stove*; our *horse*; etc.

TEACHER. *Who* carried the heavy bag yesterday?

PUPIL. X carried the heavy bag yesterday.

TEACHER. *Who* carried the *light* bag?

PUPIL. Y carried the light bag.

NEW WORDS

because why help (n. and v.) tired rest

TEACHER. I want to carry my desk *there*.

I can *not*.

I can not, because it is too *heavy*.

You can not take this picture, because it is too *high*.

You can not read English, because you have not *learned* it.

(Pin something high on the wall.)

Take this.

PUPIL. I can *not*.

TEACHER. *Why* not?

PUPIL. Because it is too *high*.

TEACHER. *Why* do you study?

PUPIL. I study because I want to *learn*.

TEACHER. I can not carry my *desk*.

I need *help*.

Come and *help* me, please.

What are you *doing*?

PUPIL. I am *helping* you.

TEACHER. *Help* X to carry this heavy bag.

PUPIL. I am *helping* X to carry this heavy bag.

TEACHER. *Who* is helping X?

PUPIL. Y is helping X.

(Carry something heavy and play that you are tired.)

TEACHER. I am *tired*.

I am *too* tired to carry ———.

I must *rest*.

I am going to sit down and *rest*.

Now I am *resting*.

What am I *doing*?

PUPIL. You are *resting*.

TEACHER. *Why* am I resting?

PUPIL. You are resting because you are *tired*.

TEACHER. Now I *not* tired.

I can *walk*.

LESSON 118

REVIEW

TEACHER. *When* do we rest?

PUPIL. We rest when we are *tired*.

TEACHER. *When* do we get tired?

PUPIL. We get tired when we *work*.

TEACHER. *Why* do you come to school?

PUPIL. We come to school because we want to *learn*.

TEACHER. *Why* do we *eat*?

PUPIL. We eat because we are *hungry*.

TEACHER. *Why* do we *drink*?

PUPIL. We drink because we are *thirsty*.

NEW WORDS

build **built** **cry** **cried** **lonesome**

TEACHER. Mr. ——— is building a *house*.
I would like to build a house *too*.
Who are building houses?

PUPIL. Mr. ——— is building a house.
Mr. ——— is building a house.
Mr. ——— is building a house.

(Hold your handkerchief to your eyes and play you are crying.)

TEACHER. I am *crying*.
Cry.

TEACHER. *Who* cries?

PUPIL. X cries.

TEACHER. What is X *doing*?

PUPIL. X is *crying*.

TEACHER. *Stop* crying.
Who cried?

PUPIL. X cried.

TEACHER. When you live alone you are *lonesome*.

No one likes to live alone.

Who lives alone with his mother?

PUPIL. *Y lives alone with his mother.*

TEACHER. If your mother went away, you would be *lonesome*.

You would be *lonesome* for your *mother*.

(Make a large drawing of a house on the board.)

This house was built by *X*.

X lives alone in his little house.

(Have the child sit on a chair in front of his house.)

See, *X* is sitting in front of his *house*.

Who built the house?

PUPIL. *X built the house.*

TEACHER. How does *X live*?

PUPIL. *X lives alone.*

TEACHER. Yes, he lives *alone*.

He is *lonesome*.

Cry, X.

What is X doing?

PUPIL. *X is crying.*

TEACHER. *Why does X cry?*

PUPIL. *X cries because he is lonesome.*

TEACHER. *Why is X lonesome?*

PUPIL. *X is lonesome because he lives alone.*

LESSON 119

REVIEW

TEACHER. *Who built a new house?*

PUPIL. Mr. ——— built a new house.

TEACHER. *Who is building a house now?*

PUPIL. Mr. ——— is building a house now.

TEACHER. *Who lives alone in a house?*

PUPIL. ——— lives alone.

————— lives alone.

TEACHER. How would you like to live *alone* in a house?

PUPIL. I would *not*.

I would *not* like it.

I would *not* like to live alone in a house.

TEACHER. What would you *do* if you were alone in a house?

PUPIL. I would *cry*.

I would go to ———.

I would go *away*.

NEW WORDS

me-ow

moo

cluck

bow-ow

baa

quack

(Teach the following:)

The cat says, "*Me-ow!*"

The dog says, "*Bow-ow!*"

The cow says, "*Moo!*"

The sheep says, "*Baa!*"

The hen says, "*Cluck!*"

The duck says, "*Quack!*"

NOTE: The goat also says, "*Baa!*"

LESSON 120

REVIEW

TEACHER. You are going to be *animals*.

Who wants to be a cat?

PUPIL. *I*.

TEACHER. Come *forward*, Cat.

Who wants to be a *dog*?

PUPIL. *I*.

TEACHER. Come *forward*, Dog.

(Keep this up until enough pupils to represent the animals whose call has been taught in Lesson 119 are lined up in front of the class.)

TEACHER. What *are* you?

PUPIL A. I am a *cat*.

PUPIL B. I am a *dog*.

PUPIL C. I am a *cow*.

PUPIL D. I am a *sheep*.

PUPIL E. I am a *hen*.

PUPIL F. I am a *duck*.

TEACHER. What do you *say*?

PUPIL A. I say, "*Me-ow! Me-ow!*"

PUPIL B. I say, "*Bow-ow! Bow-ow!*"

PUPIL C. I say, "*Moo! Moo!*"

PUPIL D. I say, "*Baa! Baa!*"

PUPIL E. I say, "*Cluck! Cluck!*"

PUPIL F. I say, "*Quack! Quack!*"

TEACHER. What do you *eat*?

PUPIL A. I eat *mice*.

PUPIL B. I eat *meat*.

PUPIL C. I eat *grass*.

PUPIL D. I eat *grass*.

PUPIL E. I eat *rice*.

PUPIL F. I eat *bread*.

NEW WORDS

wool

lay

corn

take care

(Teach the following:)

TEACHER. The sheep gives us *wool*.

The hen lays *eggs*.

The hen eats *corn*.

The dog takes *care* of the *house*.

LESSON 121

REVIEW

(As in Lesson 120, have the pupils represent animals. The duck should say that he eats corn. Add the following to the exercise:)

- TEACHER. What do you *do*?
- PUPIL A. I catch *mice* and *rats*.
- PUPIL B. I take care of the *house*.
- PUPIL C. I give *milk*.
- PUPIL D. I give *wool*.
- PUPIL E. I lay *eggs*.
- PUPIL F. I lay *eggs*.

NEW WORDS

voice throat

- TEACHER. When I speak you *hear* me.
You hear my *voice*.
I am speaking in a *low* voice.
Now I am speaking in a *loud* voice.
Who speaks in a low voice?
- PUPIL. *X* speaks in a low voice.
- TEACHER. Who has a *sweet* voice?
- PUPIL. *Y* has a sweet voice.
- TEACHER. My voice comes from my *throat*.
Where is your throat?
- PUPIL. My throat is *here*.
- TEACHER. *Where* does your voice come from?
- PUPIL. My voice comes from my *throat*.

LESSON 122

REVIEW

(Draw the picture of a house on the board, or better still; have a doll's house in the front part of the room. Let a boy represent a cat who built the house to live in.)

- CAT. I built this little house to *live* in.
I am *all* alone.

(He cries.)

Me-ow! Me-ow!

I do not *like* to live alone.

I want some one to live *with* me.

Me-ow! Me-ow!

(The dog comes along.)

DOG. Good *morning*, Cat.

CAT. Good *morning*, Dog.

DOG. Why do you *cry*?

CAT. I cry because I am *lonesome*.

I do not *like* to live alone.

I want some one to live *with* me.

Me-ow! Me-ow!

DOG. Do you want *me* to live with you?

CAT. Yes, but first I must hear you *sing*.

DOG. I will sing *for* you. *Listen*:

Bow-ow! Bow-ow!

CAT. *Stop! Stop!*

I do *not* like your voice.

Go *away*.

(Let the Cow, the Sheep or the Goat, the Hen, the Duck, come one after the other and keep up the same conversation. All are sent away. Then comes a cat. When he sings for the lonesome cat, the latter says:)

CAT. Oh, you have a *sweet* voice.

I *like* you.

I want you to live *with* me.

(Both sit together and sing:)

Me-ow! Me-ow!

NEW WORDS

myself

yourself

yourselves

himself

TEACHER. I will sweep the floor *myself*.

I bought this for *myself*.

Ask me to erase the words from the *board*.

PUPIL. Erase the words from the *board*, please.

TEACHER. No, do it *yourself*.

Tell X to close the door *himself*.

PUPIL. X, close the door *yourself*.

TEACHER. Boys and girls, do your work *yourselves*.

LESSON 123

REVIEW

TEACHER. I am going to do *something*.

I want one of you to tell me that you will do it *for me*.

Ready!

I am going to close the *door*.

PUPIL. Let me close the door *for you*.

TEACHER. *Thank you*.

I can do it *myself*.

X, do *something*.

Y, ask X to let you do it *for him*.

X, tell Y you can do it *yourself*.

PUPIL A. I am going to open the *window*.

PUPIL B. Let me close the window *for you*.

PUPIL A. *Thank you*.

I can close it *myself*.

NEW WORDS

herself

themselves

TEACHER. Ask X if she made her dress *herself*.

PUPIL A. X, did you make your dress *yourself*?

PUPIL B. No, *mother* made it *for me*.

TEACHER. What *woman* makes her dresses *herself*?

PUPIL. Miss (or Mrs.) ——— makes her dresses *herself*.

TEACHER. What *man* makes his suits *himself*?

PUPIL. Mr. ——— makes his suits *himself*.

TEACHER. I made this *myself*.

Who made *this*?

PUPIL. ——— made that.

TEACHER. Y and Z, come *forward*.

Tell them to *wash* themselves.

PUPIL. Y and Z, *wash* yourselves.

TEACHER. When children have dirty clothes on, what should they *do*?

PUPIL. They should *change* them.

LESSON 124

REVIEW

TEACHER. *Where* do you bathe yourself?

PUPIL. I bathe myself in the *bath* tub.

TEACHER. *Who* made herself a dress?

PUPIL. ——— made herself a dress.

TEACHER. *Who* built himself a house?

PUPIL. ——— built himself a house.

TEACHER. How many men built themselves *houses* in ———?

PUPIL. ——— men built themselves houses.

NEW WORDS

bird feathers wings fly flew

TEACHER. This is the picture of a *bird*.

Where have you seen a little bird?

PUPIL. I have seen a little bird in ———.

TEACHER. How many *feet* has the little bird?

PUPIL. The little bird has *two* feet.

TEACHER. Tell me *all* you can about the little bird.

PUPIL. The bird is *small*.

It is *pretty*.

It has *two* eyes, one *mouth*, one *throat*, etc.

TEACHER. The bird is covered with *feathers*.
What *color* are the feathers?

PUPIL. The feathers are ———.

TEACHER. The bird has two *wings*.
It can *fly* with its wings.
What do the birds *do*?

PUPIL. The birds *fly* from tree to tree.

TEACHER. With *what* do they fly?

PUPIL. They fly with their *wings*.

LESSON 125

REVIEW

TEACHER. Tell about a little bird you *saw*.

PUPIL. I saw a little bird in a *tree*.

It was very *pretty*.

It was *yellow*.

It had two *eyes*, two *feet*, etc.

It had two *wings*.

It was covered with *feathers*.

It had one *throat*.

It sang a *pretty* song.

NEW WORDS

hop

nest

branch

NOTE: To jump on one leg is to hop.

TEACHER. Do little birds *walk* like boys and girls?

PUPIL. *No*.

TEACHER. Do they walk by putting one foot *forward*
like this?

PUPIL. *No*.

TEACHER. *How* do they walk?

(Let the pupils try to describe how a bird walks. They may say that it jumps with its two feet together. Accept this.)

They *hop*.

Do hens *walk* or *hop*?

PUPIL. Hens *walk*.

TEACHER. A bird builds a *nest*.

The nest is its *house*.

Where do the birds lay their eggs?

PUPIL. Birds lay their eggs in their *nests*.

TEACHER. Where did you see a bird's nest?

PUPIL. I saw a bird's nest ———.

TEACHER. This is a *branch*.

It is a branch of *this* tree.

What do you see on the branch?

PUPIL. I see a bird's *nest*.

TEACHER. How many *eggs* are there in the nest?

PUPIL. There are ——— eggs in the nest.

LESSON 126

REVIEW

TEACHER. Hop to *me*.

PUPIL. I am hopping to *you*.

TEACHER. What *animals* hop?

PUPIL. *Birds* hop.

(Hold a picture of a little bird in front of the class and let the pupil describe it.)

(Teach the following song:)

LITTLE BIRD IN THE TREE

The musical notation consists of two staves in 2/4 time, with a key signature of one flat (B-flat). The melody is simple and repetitive. The lyrics are written below the notes.

Lit - tle bird in the tree, In the tree, in the tree,

Lit - tle bird in the tree, Sing a song to me.

NEW WORDS

stone

wrong

right

TEACHER. I have a *stone*.

What do you *see*?

PUPIL. I see a *stone*.

TEACHER. *Take* the stone and tell the class if it is *light*.

PUPIL. It is *not* light.

It is *heavy*.

TEACHER. *Throw* me the stone.

PUPIL. I *throw* you the stone.

TEACHER. What did I *do* to the stone?

PUPIL. You *caught* the stone.

TEACHER. Should children throw stones *at* little birds?

PUPIL. *No*.

They should *not*.

Children should *not* throw stones at little birds.

TEACHER. It is *wrong* to throw stones at little birds.

It is *not* *right*.

Is it *right* to throw stones at animals?

PUPIL. It is *wrong*.

(Write on the board a misspelled word.)

TEACHER. Is this word *spelled* right?

PUPIL. *No*.

It is *wrong*.

TEACHER. *Correct* it.

Is it *right* *now*?

PUPIL. It *is*.

LESSON 127

REVIEW

TEACHER. Should children throw *stones* at little birds?

PUPIL. *No*.

Children should *not* throw stones at little birds.

TEACHER. What *kind* of children throw stones at little birds?

PUPIL. *Bad* children.

TEACHER. I am going to write a *word* on the board.

(Misspell it.)

I want to see it *right*.

Write it *for* me.

How is it *now*?

PUPIL. It is *right*.

NEW WORDS

hurt kill killed die died dead

(Strike your hand with a ruler.)

TEACHER. I hurt *myself*.

Oh, it *hurts*.

(Find among the pupils some one who got hurt.)

X got *hurt*.

He hurt his ———.

Who hurt himself?

PUPIL. X hurt himself.

TEACHER. Who *else* hurt himself?

PUPIL. Y hurt himself.

TEACHER. Tell me what these children *did*.

PUPIL. X hurt his *foot*.

Y hurt his *hand*.

Z hurt his *head*.

(Strike some one on his hand.)

TEACHER. Does it *hurt*?

PUPIL. *Yes*.

It *does*.

It *hurts*.

(Play that you shoot an animal with a gun.)

TEACHER. I am going to *kill* this —— with the gun.
I *killed* it.

What did I do?

PUPIL. You *killed* the ——.

TEACHER. With *what* did I kill the ——?

PUPIL. You killed the —— with the *gun*.

TEACHER. Yes, I killed the ——.

It is *dead*.

What is dead?

PUPIL. —— is dead.

(Show the pupils a dead insect and one alive.)

TEACHER. Tell me *something* about this little animal.

PUPIL. It is *dead*.

TEACHER. Yes, it is *dead*.

This one is *living*.

Why should you not kill little birds?

PUPIL. Because it is *wrong*.

LESSON 128

REVIEW

(Play that you are in the woods hunting wild animals: the bear, the wolf, etc.)

NEW WORDS

plant (n.) insect worm feed fed

TEACHER. This is a *plant*.

What color is the plant?

PUPIL. The plant is *green*.

(If you have plants in the room, ask:)

TEACHER. How many plants do you *see* in the room?

PUPIL. I see —— plants.

TEACHER. This is an *insect*.

What do insects *eat*?

PUPIL. Insects eat *plants*.

TEACHER. What should you *do* to the insects?

PUPIL. We should *kill* them.

TEACHER. *Why* should we kill them?

PUPIL. Because they are *bad*.

TEACHER. *Why* are they bad?

PUPIL. They are bad because they hurt, (eat or kill)
the *plants*.

TEACHER. This is a *worm*.

What do you *see*?

PUPIL. I see a *worm*.

TEACHER. What do worms *eat*?

PUPIL. Worms eat *plants*.

TEACHER. What should we *do* to those bad worms?

PUPIL. We should *kill* them.

TEACHER. What *animals* eat insects and worms?

PUPIL. *Birds* eat insects and worms.

TEACHER. Yes, birds *feed* on insects and worms.

On *what* do we feed babies?

PUPIL. We feed babies on *milk*.

TEACHER. On *what* do *birds* feed?

PUPIL. Birds feed on *worms* and *insects*.

TEACHER. Why should we *not* kill birds?

PUPIL. We should not kill birds because they feed on
insects.

TEACHER. Why should we kill *insects*?

PUPIL. We should kill insects because they eat the
plants.

LESSON 129

NAMES OF BIRDS

blackbird (chango)	humming bird (picaflor)
mocking bird (sinsonte, "ruiseñor")	kingbird (pitirre)
pigeon (paloma)	swallow (golondrina)

(Teach the names of these birds by means of translation.)

LESSON 130

REVIEW

TEACHER. *Why* do you like birds?

PUPIL A. I like birds because they are *pretty*.

PUPIL B. I like birds because they *sing*.

PUPIL C. I like birds because they build their nests
near my *home*.

PUPIL D. I like birds because they eat *insects*.

PUPIL E. I like birds because they eat *worms*.

NEW WORDS

earth

seed

plant (v.)

grow

grew

TEACHER. This is some *earth*.

What do you *see*?

PUPIL. I see some *earth*.

TEACHER. This is a *seed*.

What *kind* of seed is it?

PUPIL. It is a *small* seed.

TEACHER. What *color* is the seed?

PUPIL. The seed is ———.

TEACHER. I am going to *plant* the seed.

I am going to plant *many* seeds.

In *what* am I planting the seeds?

PUPIL. You are planting the seeds in *earth*.

TEACHER. Plant *three* seeds.

PUPIL. I am planting *three* seeds.

TEACHER. In *what* are you planting the seeds?

PUPIL. I am planting the seeds in *earth*.

TEACHER. *Cover* the seeds with earth.

PUPIL. I am *covering* the seeds with earth.

TEACHER. Put in a little *water* on the earth.

PUPIL. I am putting in a little *water* on the earth.

- TEACHER. Little *plants* will grow out of the seeds.
This plant is *growing*.
What *tree* is growing near the school house?
- PUPIL. ——— is growing near the school house.
- TEACHER. How *tall* does a mango tree grow?
- PUPIL. A mango tree grows as tall as a *house*.
- TEACHER. When I was a little girl I grew *very* fast.
What *tree* grew fast?
- PUPIL. ——— grew fast.

LESSON 131

REVIEW

- TEACHER. What did we *plant*?
- PUPIL. We planted *seeds*.
- TEACHER. What *kind* of seeds were they?
- PUPIL. They were *little* seeds.
- TEACHER. *Who* planted the seeds?
- PUPIL. *You* and *X* planted the seeds.
- TEACHER. In *what* did we plant the seeds?
- PUPIL. You planted the seeds in *earth*.
- TEACHER. With *what* did we cover the seeds?
- PUPIL. You covered the seeds with *earth*.
- TEACHER. What did *X* *put* over the earth?
- PUPIL. *X* put *water* over the earth.
- TEACHER. What will *grow* from the seeds?
- PUPIL. Little *plants* will grow from the seeds.
- TEACHER. Now, you have some seeds to *plant*.
Tell us *how* you are going to plant them.
First, you are going to get some *earth*.
Second, you are going to *plant* the seeds.
You tell us.
- PUPIL. First, I take some *earth*.
Second, I put the seeds *in* the earth.
Third, I *cover* the seeds with earth.
Fourth, I put some *water* over the earth.

NEW WORDS

vegetables	lettuce	radish
eggplant	onion	cabbage

TEACHER. I have some *vegetables*.

How many *kinds* are there?

PUPIL. There are *five* kinds of vegetables.

(Teach their names.)

TEACHER. What kind of vegetables do you *like*?

PUPIL. I like ———, ———, etc.

TEACHER. From *what* do vegetables grow?

PUPIL. Vegetables grow from *seeds*.

TEACHER. *Where* are seeds planted?

PUPIL. Seeds are planted in *earth*.

LESSON 132

REVIEW

TEACHER. What vegetables do you *like*?

PUPIL. I like *radishes*.

TEACHER. What vegetables do *you* like?

PUPIL. I like *cabbage*.

TEACHER. And *you*?

PUPIL. I like *onions*.

TEACHER. How do you like eggplants *cooked*?

PUPIL. I like *fried* eggplants.

TEACHER. Of *what* is a salad made?

PUPIL. A salad is made of *lettuce, tomatoes, onions*, etc.

(If you care to, teach the expression *olive oil*.)

NEW WORDS

vegetable garden	beautiful
flower garden	fine

TEACHER. I am showing you the picture of a *garden*.
It is a *flower* garden.

We call it a flower garden because *flowers* grow in it.

Who has a flower garden?

PUPIL. ——— has a flower garden.

TEACHER. *Who else* has a flower garden?

PUPIL. ——— has a flower garden.

TEACHER. A garden with vegetables growing in it, is called a *vegetable* garden.

Who has a vegetable garden?

PUPIL. ——— has a vegetable garden.

TEACHER. What *grows* in a vegetable garden?

PUPIL. ———, ———, etc., grow in a vegetable garden.

TEACHER. This is a *beautiful* garden.

It is a *fine* garden.

There are *beautiful* flowers growing in it.

Who lives in a beautiful house?

PUPIL. Mr. ——— lives in a beautiful house.

TEACHER. What *kind* of day is to-day?

PUPIL. This is a *fine* day.

LESSON 133

REVIEW

TEACHER. What would you like to *have* near your home?

PUPIL. I would like to have a *flower* garden.

TEACHER. What *kind* of flower garden would you like to have?

PUPIL. I would like to have a *fine* (or *pretty* or *beautiful*) flower garden.

TEACHER. What *other* kind of garden would you like to have?

PUPIL. I would like to have a *vegetable* garden.

TEACHER. If you had a vegetable garden what would you *plant*?

PUPIL. I would plant ———.

TEACHER. What *kind* of gardens give us food?

PUPIL. *Vegetable* gardens give us food.

TEACHER. What kind of gardens give us *flowers*?

PUPIL. *Flower* gardens give us flowers.

NEW WORDS

PARTS OF THE BODY

forehead	lip	tongue	finger
eyebrow	chin	palate	chest

(Teach these words and have a conversation using the same.)

LESSON 134

REVIEW

TEACHER. Name the parts of your head which you *know*.

PUPIL. *Hair, nose, forehead, ears, eyebrow, lips, mouth, tongue, teeth, palate.*

TEACHER. Name the parts of the *body*.

PUPIL. *Chest, back, arms, hands, legs, feet.*

TEACHER. How many noses, foreheads, etc., *have* you?

PUPIL. I have *one* nose, *one* forehead, etc.

NEW WORDS

kite	stick	tie	tied
------	-------	-----	------

TEACHER. I have a *kite*.

What is this?

PUPIL. That is a *kite*.

TEACHER. What can a kite *do*?

PUPIL. A kite can *fly*.

TEACHER. This is a *stick*.

How *many* sticks were used to make the kite?

PUPIL. ——— sticks were used to make the kite.

TEACHER. The sticks are tied together *here*.

Tie my hands *together*.

PUPIL. I am tying your hands *together*.

TEACHER. You tied my *hands*.

Who tied my hands?

PUPIL. *X* tied your hands.

NEW WORDS

string

tail

hold

held

TEACHER. I have a *string*.

Take the string.

PUPIL. I *take* the string.

TEACHER. Tie the string to the *kite*.

PUPIL. I am tying the string to the *kite*.

TEACHER. What did he *do*?

PUPIL. He tied the string to the *kite*.

TEACHER. This is the *tail* of the kite.

To *what* is the tail tied?

PUPIL. The tail is tied to the *kite*.

TEACHER. Of *what* is the tail made?

PUPIL. The tail is made of *paper*.

TEACHER. I am going to *hold* the kite by the string.

I am holding the *string*.

Hold the string.

He held the *string*.

By *what* did he hold the kite?

PUPIL. He held the kite by the *string*.

LESSON 135

REVIEW

TEACHER. *Who* can make a kite?

PUPIL. *I* can make a kite.

TEACHER. With *what* do you make a kite?

PUPIL. I make a kite with *sticks*, *paper* and a *string*.

TEACHER. What do you *tie* to the kite?

PUPIL. I tie a *string* to the kite.

TEACHER. What does the kite *do*?

PUPIL. The kite *flies*.

TEACHER. By *what* do you hold the kite?

PUPIL. I hold the kite by the *string*.

REVIEW

up down air through

TEACHER. I am *standing* up.

I am sitting up *straight*.

I am holding up the *flag*.

All sit up *straight*.

Stand up.

PUPIL. I am *standing* up.

TEACHER. Hold up the *flag*.

PUPIL. I am holding up the *flag*.

TEACHER. I am sitting *down*.

I am taking down the *picture* from the wall.

I am *putting* up the picture.

Sit down on my *chair*.

PUPIL. I am sitting down on your *chair*.

TEACHER. By *what* do we bring down a kite?

PUPIL. We bring down a kite by the *string*.

TEACHER. Take down the *flag* from the wall.

PUPIL. I am taking down the *flag* from the wall.

(Speak of *up the street* and *down the street*.)

TEACHER. The kite goes up in the *air*.

Where does the kite fly?

PUPIL. The kite flies in the *air*.

TEACHER. Where do the *birds* fly?

PUPIL. The birds fly in the *air*.

TEACHER. I am going out *through* the door.

The air comes into the room through the
doors and *windows*.

Through *what* do the birds fly?

PUPIL. The birds fly through the *air*.

TEACHER. Through *what* does the air get into my chest?

PUPIL. The air gets into your chest through your *nose*.

LESSON 136

REVIEW

TEACHER. Stand up *alone* near my desk.

PUPIL. I am standing up *alone* near your desk.

TEACHER. Stand up *with* him.

PUPIL. I am standing up *with* him.

TEACHER. *Who* are standing up together?

PUPIL. *X* and *Y* are standing up together.

TEACHER. Sit down together on my *chair*.

Who are sitting down together?

PUPIL. *X* and *Y* are sitting down together.

TEACHER. Through *what* does the air get into the room?

PUPIL. The air gets into the room through the *doors*
and *windows*.

TEACHER. How do you get *out* of the room?

PUPIL. I get out of the room through the *door*.

TEACHER. What can you *fly* in the air.

PUPIL. I can fly a *kite*.

TEACHER. By *what* do you hold a kite?

PUPIL. I hold a kite by the *string*.

NEW WORDS

few many more or

TEACHER. I have *few* books on my chair.

I have *many* books on my desk.

X and *Y*, *stand* up.

There are *few* children standing up.

There are *many* children sitting down.

Who has few books?

PUPIL. *I* have few books.

TEACHER. Who has *many* books?

PUPIL. *You* have many books.

TEACHER. What *have* I?

PUPIL. You have a few *pencils*.

TEACHER. I want *more* pencils.

Bring me *one* more.

PUPIL. I am bringing you *one* more.

TEACHER. Who has more pencils, *Z* or *I*?

PUPIL. *You* have more pencils than *Z*.

TEACHER. What *street* has many houses?

PUPIL. ——— Street has many houses.

LESSON 137

REVIEW

TEACHER. *Who* has few brothers and sisters?

PUPIL. *I* have few brothers and sisters.

TEACHER. Who has *many* brothers and sisters?

PUPIL. *I* have many brothers and sisters.

TEACHER. How many *days* have you come to school this week?

PUPIL. I came to school ——— days.

TEACHER. How many more days *are* there?

PUPIL. There are ——— more days.

TEACHER. Do we have more hands than *fingers*?

PUPIL. We have more *fingers* than hands.

NEW WORDS

any enough

TEACHER. *X* has a *book* in his hand.

I have *none*.

Have *you* any?

PUPIL. I have *none*.

TEACHER. *Who* has any?

PUPIL. *I* have some.

TEACHER. Bring them to *me*.

PUPIL. I am bringing them to *you*.

TEACHER. I have a *few* books.

This is not *enough*.

I want *more*.

Bring me *two* more.

PUPIL. I am bringing you *two* more.

TEACHER. I have *enough*, thank you.

Who has enough money to live well?

PUPIL. Mr. ——— has enough money to live well.

LESSON 138

REVIEW

(Let three pupils stand in front of the class—one with two rulers in his hands, one with six rulers, and one without anything.)

TEACHER. *Who* have rulers?

PUPIL. *X* and *Y* have rulers.

TEACHER. Who has *none*?

PUPIL. *Z* has none.

TEACHER. Have *I* any?

PUPIL. You have *none*.

TEACHER. Who has *few* rulers?

PUPIL. *X* has few rulers.

TEACHER. Who has *many* rulers?

PUPIL. *Y* has many rulers.

TEACHER. *Who* has more rulers, *X* or *Y*?

PUPIL. *Y* has more rulers than *X*.

TEACHER. How *many* more has he?

PUPIL. He has *four* more.

NEW WORDS

way same by side

TEACHER. I can go out this *way* (pointing to the door).
I can also go out *that way* (pointing to another door).

Go out *this way*.

PUPIL. I am going out *this way*.

TEACHER. Go out *that way*.

PUPIL. I am going out *that way*.

TEACHER. I can go out the *same way*.

I am going out the *same way*.

Go out the *same way*.

PUPIL. I am going out the *same way*.

TEACHER. I can go out *this way* or *that way*.

What way can *you* go out of the room?

PUPIL. I can go out of the room *this way*.

TEACHER. This is my right *side*.

This is my *left side*.

Stand at my *right side*.

PUPIL. I am standing at your *right side*.

TEACHER. *Where* is X standing?

PUPIL. X is standing at your *right side*.

TEACHER. Stand by the *door*.

PUPIL. I am standing by the *door*.

TEACHER. We should write *this way* (writing slantingly), and not *this way* (writing vertically).

This is the *right way* of writing.

This is the *wrong way*.

LESSON 139

REVIEW

TEACHER. Write a *word* on the board.

PUPIL. I am writing a *word* on the board.

TEACHER. Write the same word in the *same* way.

PUPIL. I am writing the same word in the *same* way.

TEACHER. *How* did the girl write the word?

PUPIL. The girl wrote the word in the *right* way.

TEACHER. Write the same word in the same way *three* times.

PUPIL. I am writing the same word in the same way *three* times.

TEACHER. Read in a *low* voice.

How is X reading?

PUPIL. X is reading in a *low* voice.

TEACHER. Read in the *same* way.

NEW WORDS

early

late

bright

TEACHER. I get up *early* in the morning.

Children, you must come to school *early*, not *late*.

X came to school *late* this morning.

Who *else* came to school late?

PUPIL. Y came to school late.

TEACHER. *When* should you come to school?

PUPIL. We should come to school *early*.

TEACHER. The sun is *bright*.

The night is *dark*.

(Have a few objects of bright colors, others of dark colors.)

This is a *bright* red ribbon.

This is a *bright* blue _____.

Take a *bright* blue _____.

PUPIL. I am taking a *bright* blue _____.

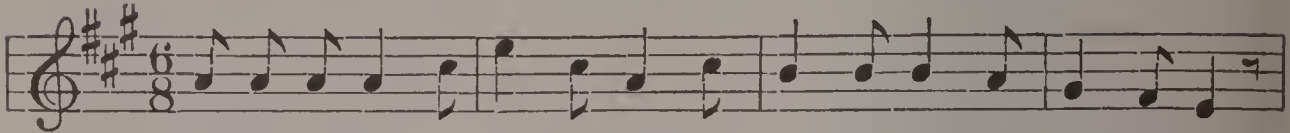
TEACHER. Take a *dark* green _____.

PUPIL. I am taking a *dark* green _____.

LESSON 140

(Teach the following song:)

THIS IS THE WAY WE CLAP OUR HANDS



This is the way we clap our hands, We clap our hands, we clap our hands,



This is the way we clap our hands, So ear - ly in the morn - ing.

2. This is the way we wash our hands, etc.
3. This is the way we brush our hair, etc.
4. This is the way we tie our shoes, etc.
5. This is the way we ring the bell, etc.

LESSON 141

REVIEW

TEACHER. Name all the bright red *things* you see in the room.

PUPIL. I see a *bright* red ribbon.
 I see a *bright* red dress.
 I see a *bright* red circle.
 I see a *bright* red square.

(In the same way review: dark green; dark blue; etc.)

NEW WORDS

break broke tear tore

TEACHER. I am going to *break* this stick:
See!

(Break it.)

I *broke* the stick.
 Take a *crayon* and *break* it.

PUPIL. I am taking a *crayon* and I am *breaking* it.

TEACHER. *Who* broke the crayon?

PUPIL. *X* broke the crayon.

TEACHER. What did *I* break?

PUPIL. You broke the *stick*.

TEACHER. Now, I am *tearing* a piece of paper.

Tear the piece of *cloth*.

PUPIL. I am tearing the piece of *cloth*.

TEACHER. Tear the *ribbon*.

PUPIL. I am tearing the *ribbon*.

TEACHER. You tore the *ribbon*.

Who tore the piece of cloth?

PUPIL. *X* tore the piece of cloth.

TEACHER. *Who* tore the *ribbon*?

PUPIL. *Y* tore the ribbon.

TEACHER. What did *I* tear?

PUPIL. You tore the *paper*.

NOTE: Since *break* and *tear* are often misused in Porto Rico, the meaning of these two words should be well explained to the pupils. We *break* a pencil; a crayon; a glass; a ruler; an arm; a leg; etc. We *tear* a paper; a cloth; our clothes, etc.

LESSON 142

REVIEW

TEACHER. Name things you can *tear*.

PUPIL A. I can tear my *dress*.

PUPIL B. I can tear my *shirt*.

PUPIL C. I can tear the *ribbon*.

PUPIL D. I can tear the *paper*.

TEACHER. Name things you can *break*.

PUPIL A. I can break my *pencil*.

PUPIL B. I can break a *crayon*.

PUPIL C. I can break a *stick*.

PUPIL D. I can break my *ruler*.

NEW WORDS

fall fell care careful carefully

TEACHER. I am going to let the ruler *fall* on the floor.

Where is the ruler falling?

PUPIL. The ruler is falling on the *floor*.

TEACHER. *Run* and *fall* down.

PUPIL. I am *running* and *falling* down.

TEACHER. *X* *fell* down.

Who fell down?

PUPIL. *X* fell down.

TEACHER. On *what* did he fall down?

PUPIL. He fell down on the *floor*.

TEACHER. I am going to *walk*.

I am going to take care not to *fall*.

I do *not* want to fall down.

Walk with *care*.

PUPIL. I am walking with *care*.

TEACHER. Write on the board with *care*.

PUPIL. I am writing on the board with *care*.

TEACHER. Children should work with *care*.

They should be *careful*.

Who is a careful girl in her work?

PUPIL. *Y* is a careful girl in her work.

TEACHER. Who is a careful *boy*?

PUPIL. *Z* is a careful boy.

TEACHER. Boys and girls should do their work *carefully*.

Who writes carefully?

PUPIL. ——— writes carefully.

TEACHER. Who *reads* carefully?

PUPIL. ——— reads carefully.

LESSON 143

REVIEW

- TEACHER. Do many things *carefully*.
 PUPIL A. I walk *carefully*.
 PUPIL B. I write *carefully*.
 PUPIL C. I run *carefully*.
 PUPIL D. I dust the board *carefully*.
 PUPIL E. I sweep the floor *carefully*.
 PUPIL F. I read *carefully*.
 PUPIL G. I speak English *carefully*.

(Review *fall* and *fell*.)

NEW WORDS

letter receive received friend hope

- TEACHER. This is a *letter*.
 I received the letter *to-day*.
 What is this?
 PUPIL. That is a *letter*.
 TEACHER. *Who* received the letter?
 PUPIL. *You* received the letter.
 TEACHER. The letter is from _____.
 _____ is my *friend*.
 Who is *your* friend?
 PUPIL. *X* is my friend.
 TEACHER. *What* friend wrote you a letter?
 PUPIL. _____ wrote me a letter.
 TEACHER. I hope to receive a letter from _____.
 I hope you are going to study *very* much.
Who is hoping to receive a letter?
 PUPIL. *You* are hoping to receive a letter.
 TEACHER. What do *you* hope?
 PUPIL A. I hope to learn to speak *English*.
 PUPIL B. I hope to see my *friend*.
 PUPIL C. I hope to come to school *to-morrow*.
 PUPIL D. I hope to learn to read *English*.
 PUPIL E. I hope to see you *home*.

LESSON 144

REVIEW

(A pupil received a letter from a friend in a different room.)

TEACHER. What did X *receive*?

PUPIL. X received a *letter*.

TEACHER. *Read* your letter.

(The child reads.)

From *whom* is the letter?

PUPIL. The letter is from _____.

TEACHER. *Who* is _____?

PUPIL. _____ is a friend of X's.

TEACHER. I hope you will *answer* your friend's letter.

NEW WORDS

swing rope fun pleasantest ever

(Prepare a swing either in the schoolroom or in the yard.)

TEACHER. This is a *swing*.

This is a *rope*.

What do you *see*?

PUPIL. I see a *swing*.

TEACHER. With *what* is it made?

PUPIL. It is made with a *rope*.

TEACHER. *Sit* in the swing.

PUPIL. I am *sitting* in the swing.

TEACHER. *Where* is X?

PUPIL. X is in the *swing*.

TEACHER. I am going to *swing* X.

I am *swinging* X.

Swing X.

PUPIL. I am *swinging* X.

TEACHER. It is *fun* to swing.

Tell me, "It is *fun* to swing."

PUPIL. It is *fun* to swing.

TEACHER. It is the *pleasantest* thing a child can do.
Get in the *swing*.
Where *are* you?

PUPIL. I am in the *swing*.

TEACHER. What do you want to *do*?

PUPIL. I want to *swing*.

TEACHER. Y, *swing* him.

What is the pleasantest thing ever a child
can *do*?

PUPIL. *Swinging*.

TEACHER. Let us have some *fun*.

We are going to play a *game*.

(Play a simple game which the pupils know.)

LESSON 145

(Teach the following song:)

THE SWING

How do you like to go up in a swing,
Up in the air so blue? Oh, I do think it the
pleas-ant - est thing Ev - er a child can do:
Swing - ing, swing - ing, up in the air so blue,
Swing - ing, swing - ing, up in the air so blue.

LESSON 146

REVIEW

TEACHER. We are going to *play* and have some *fun*.
What are we going to *have*?

PUPIL. We are going to have some *fun*.

TEACHER. X, call on some one to get in the *swing*.
Then call on another child to *swing* him.
Then tell us if they are having some *fun*.

PUPIL. Y, get in the *swing*.

Z, *swing* him.

They are having some *fun*.

NEW WORDS

pull

pulled

push

pushed

TEACHER. I can *pull* out this string from my desk.
See, I am *pulling* it out.
Where is the string?

PUPIL. The string is in your *hand*.

TEACHER. *Pull* on the string.

PUPIL. I am *pulling* on the string.

TEACHER. Pull down your *tie*.

PUPIL. I am pulling down my *tie*.

TEACHER. Pull down your *dress*.

PUPIL. I am pulling down my *dress*.

TEACHER. *Who* pulled down her dress?

PUPIL. ——— pulled down her dress.

TEACHER. I am *pushing* my desk.

I am pushing the *door*.

Push my *chair*.

PUPIL. I am pushing your *chair*.

TEACHER. X, stand *here*.

Y, *push* X.

PUPIL. I am *pushing* X.

- TEACHER. Push *me*.
 PUPIL. I am pushing *you*.
 TEACHER. *Who* pushed me?
 PUPIL. ——— pushed you.
 TEACHER. Who pushed X?
 PUPIL. Y pushed X.

LESSON 147

REVIEW

- TEACHER. When you fly a kite, by *what* do you hold it?
 PUPIL. I hold the kite by the *string*.
 TEACHER. When you want to take it down, what do you *do*?
 PUPIL. I pull on the *string*.
 TEACHER. X, stand *here*.
 Y, push X to his *seat*.
 What are you *doing*, Y?
 PUPIL. I am pushing X to his *seat*.
 TEACHER. What did Y *do*?
 PUPIL. Y pushed X to his *seat*.
 TEACHER. What did Y *do* to you?
 PUPIL. Y pushed me to my *seat*.

NEW WORDS

cart

push-cart

start

started

- TEACHER. I have a *cart*.
 Get in the cart.
 Where *are* you?
 PUPIL. I am in the *cart*.
 TEACHER. Pull the cart around the *room*.
 PUPIL. I am pulling the cart around the *room*.
 TEACHER. *Who* is pulling the cart?
 PUPIL. X is pulling the cart.

TEACHER. Who is *in* the cart?

PUPIL. *Y* is in the cart.

TEACHER. This is *another* kind of cart.

It is a *push-cart*.

Get in the push-cart.

Who is in the push-cart?

PUPIL. ——— is in the push-cart.

TEACHER. I am going to start from my *desk*, and go to the *door*.

Where am I *going* with the push-cart?

PUPIL. You are going to the *door* with the push-cart.

TEACHER. *Where* did I start?

PUPIL. You started from your *desk*.

TEACHER. Start from my *desk* and push the cart around the *room*.

PUPIL. I am starting from your *desk* and I am pushing the cart around the *room*.

TEACHER. *Who* pushed the cart around the room?

PUPIL. *Z* pushed the cart around the room.

TEACHER. *Where* did *Z* start?

PUPIL. *Z* started from your *desk*.

LESSON 148

REVIEW

TEACHER. *How* do you start a push-cart?

PUPIL. I start a push-cart by *pushing* it.

TEACHER. How does a *carriage* start?

PUPIL. The horse *pulls* the carriage.

TEACHER. What do you *do* to put the flag on the school house?

PUPIL. We put it up by pulling on the *string*.

TEACHER. What do you do to take it *down*?

PUPIL. We *pull* it down.

TEACHER. By *what* do you pull it *down*?

PUPIL. We pull it down by the *string*.

NEW WORDS

cage

free

happy

field

TEACHER. I have a *cage*.

What do we *put* in a cage?

PUPIL. We put *birds* in a cage.

TEACHER. Is it *right* to have a bird in a cage?

PUPIL. It is *wrong*.

TEACHER. Boys and girls like to be *free*.

Little birds like to be free *also*.

Who would like to live in a cage?

PUPIL. Not *I*.

TEACHER. When we are free we are *happy*.

And when you *play, sing* and have a *good*
time are you happy?

PUPIL. We are *happy*.

TEACHER. *When* are little birds happy?

PUPIL. When they are *free*.

TEACHER. What do little birds *do* when they are free?

PUPIL. They *sing*.

They *fly*.

They take care of their little *birds*.

They hop in the *grass*.

They fly from *branch* to *branch*.

They fly from *tree* to *tree*.

TEACHER. This is a *field*.

What *color* is the field?

PUPIL. The field is *green*.

TEACHER. What *grows* in the field?

PUPIL. *Grass* grows in the field.

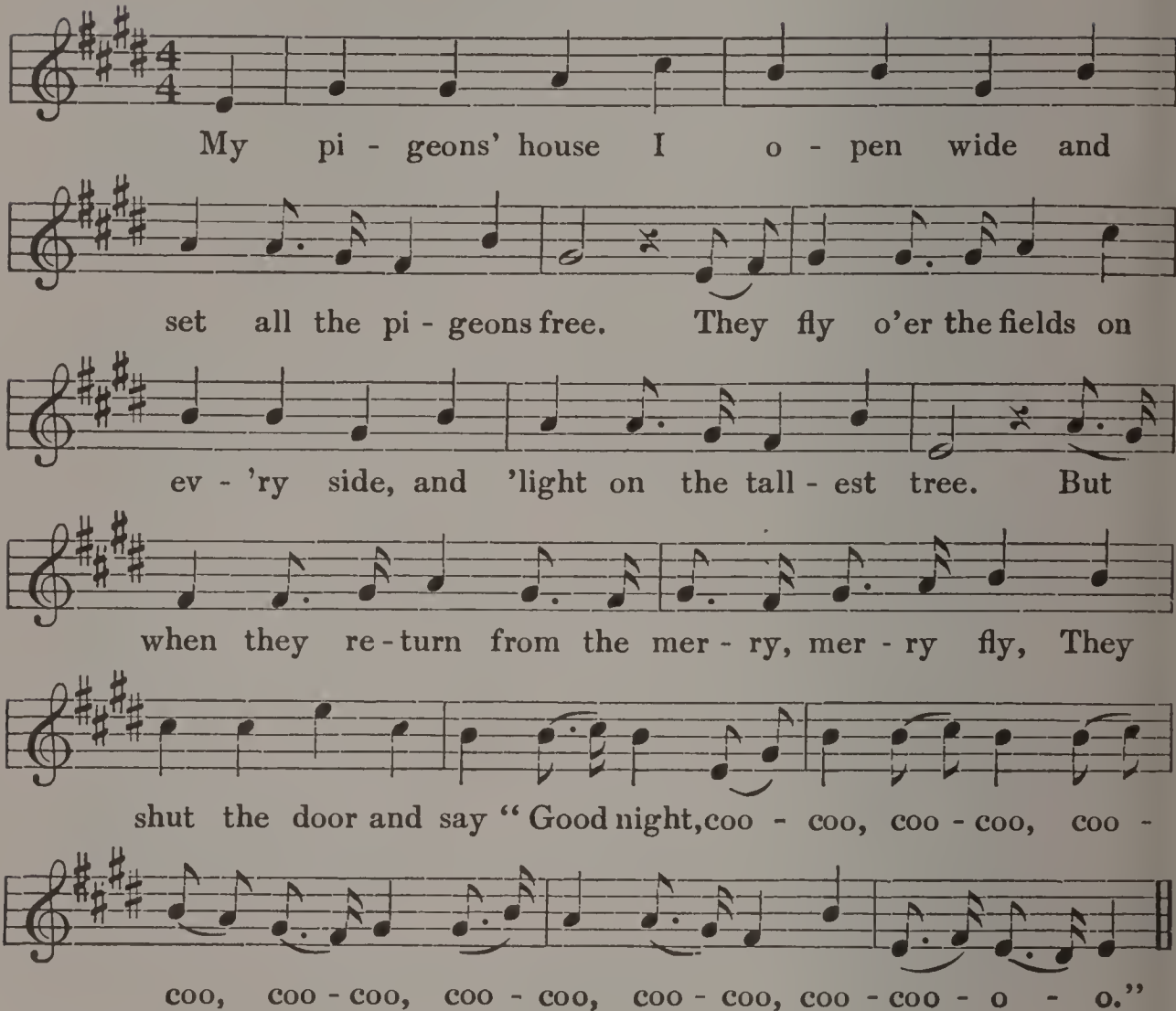
TEACHER. Over *what* do little birds fly?

PUPIL. Little birds fly over the *fields*.

LESSON 149

(Teach your pupils the following song:)

MY PIGEONS



My pi - geons' house I o - pen wide and
 set all the pi - geons free. They fly o'er the fields on
 ev - 'ry side, and 'light on the tall - est tree. But
 when they re - turn from the mer - ry, mer - ry fly, They
 shut the door and say "Good night, coo - coo, coo - coo, coo -
 coo, coo - coo, coo - coo, coo - coo, coo - coo - o - o."

LESSON 150

REVIEW

TEACHER. What do little birds find to *eat* in the fields?PUPIL. Little birds find *insects* to eat.TEACHER. *Where* do they build their nests?PUPIL. They build their nests in the *fields* or in *trees*.TEACHER. With *what* do they build their nests?PUPIL. They build their nests with *grass*.TEACHER. *Why* should we not keep birds in cages?

PUPIL. Because birds like to be *free*.

TEACHER. When are birds *happy*?

PUPIL. Birds are happy when they are *free*.

NEW WORDS

true truth lie liar

(Say something to your pupils which is not true.)

TEACHER. This is not *true*.

It is a *lie*.

Now I am going to tell you something *true*.

We are speaking *English*.

Tell me something *true*.

PUPIL. I am speaking to *you*.

I am in the second *grade*.

My name is ———.

TEACHER. Now, tell me something *not true*.

PUPIL. I am in the *third grade*.

I am eating *candy*.

We are *playing*.

TEACHER. That is *not true*.

Tell me the *truth*.

Where *are we*?

PUPIL. We are in *school*.

TEACHER. That is the *truth*.

If a boy tells lies he is a *liar*.

Who likes a liar?

PUPIL. I do *not* like a liar.

TEACHER. What does a liar *tell*?

PUPIL. A liar tells *lies*.

LESSON 151

REVIEW

TEACHER. Tell me something you should *do*.

PUPIL. We should tell the *truth*.

We should study our *lessons*.

We should take care of *animals*.

We should be *good* in school.

We should be *happy*.

We should be good to our *friends*.

We should do our work *carefully*.

We should take care of our *books*.

TEACHER. Tell me something you should *not* do.

PUPIL. We should not tell *lies*.

We should not hurt *animals*.

We should not take little birds' *nests*.

We should not put birds in *cages*.

We should not tear our *clothes*.

We should not tear the pages of our *books*.

We should not make fun of our *friends*.

We should not break our *pencils*.

NEW WORDS

thing **person**

TEACHER. A book is a *thing*.

A dog is an *animal*.

A boy is a *person*.

What is a *pencil*?

PUPIL. A pencil is a *thing*.

TEACHER. What is a *horse*?

PUPIL. A horse is an *animal*.

TEACHER. What is a *teacher*?

PUPIL. A teacher is a *person*.

TEACHER. Name *three* things.

PUPIL. _____, _____, _____.

TEACHER. Name three *animals*.

PUPIL. _____, _____, _____.

TEACHER. Name three *persons*.

LESSON 152

REVIEW

PUPIL. _____, _____, _____.

TEACHER. Name three persons you see in the *school-room*.

PUPIL. _____, _____, _____.

TEACHER. Name three things good to *eat*.

PUPIL. _____, _____, _____.

TEACHER. Name three animals you *like*.

PUPIL. _____, _____, _____.

TEACHER. What things do you like to *wear*?

PUPIL. I like to wear *shoes*, a *suit*, a *hat*, etc.

TEACHER. Name *all* the persons living in your home.

PUPIL. _____, _____, etc.

TEACHER. Give the names of five birds you saw *flying*.

PUPIL. _____, _____, etc.

RELATIVE PRONOUNS

NEW WORDS

who**that****which**

NOTE: We use *who* in speaking of a person; *that* in speaking of a person, an animal or a thing; *which* in speaking of an animal or a thing.

TEACHER. X, come to *me*.

PUPIL. I am coming to *you*.

TEACHER. Be *seated*.

The boy who came here is X.

Y, walk around the *room*.

PUPIL. I am walking around the *room*.

TEACHER. The girl who walked around the room is Y.

Who is the girl who walked around the room?

PUPIL. *Y* is the girl who walked around the room.

TEACHER. Who is the boy who walked to *me*?

PUPIL. *X* is the boy who walked to you.

TEACHER. The animal which I see in the picture is a *dog*.

The book which is on my desk is *new*.

Which animal do you see in the *picture*?

PUPIL. The animal which I see in the picture is a *dog*.

TEACHER. What *kind* of book is it which you see on my desk?

PUPIL. The book which I see on your desk is *new*.

TEACHER. The boy that came to me is *X*.

The dog that you see in the picture is *running*.

The book that you see on my desk is *new*.

Who is the boy who came to me?

PUPIL. The boy that came to you is *X*.

TEACHER. What is the dog that you see in the picture *doing*?

PUPIL. The dog that I see in the picture is *running*.

TEACHER. What *kind* of book is it that you see on my desk?

PUPIL. The book that I see on your desk is *new*.

LESSON 153

REVIEW

(Lead your pupils to see that we use *who* and *that* when speaking of persons; *that* and *which* when speaking of animals and things.)

TEACHER. Tell me which word I should use: *who*, *that* or *which*.

This is the man ——— came here.

PUPIL. This is the man *who* came here.

This is the man *that* came here.

TEACHER. I see the horse ——— he bought.

PUPIL. I see the horse *which* he bought.

I see the horse *that* he bought.

TEACHER. I have the ruler ——— you gave me.

PUPIL. I have the ruler *which* you gave me.

I have the ruler *that* you gave me.

NEW WORDS

mill

flour

meal

fritters

NOTE: Flour is made of wheat or rice. Meal is made of corn or oats.

TEACHER. This is a *mill*.

(Use a picture and have the pupils tell all they can about the mill.)

This is *flour*.

Where is the flour made?

PUPIL. The flour is made in a *mill*.

TEACHER. What do we *make* with flour?

PUPIL. We make *bread* with flour.

We make *cake* with flour.

TEACHER. This is *meal*.

It is *corn* meal.

What can we *make* with corn meal?

PUPIL. We can make *corn* bread.

TEACHER. These are *fritters*.

Of *what* are the fritters made?

PUPIL. The fritters are made of *corn* meal.

TEACHER. They are *corn* meal fritters.

What do you *think* about corn meal fritters?

PUPIL. Corn meal fritters are good to *eat*.

LESSON 154

REVIEW

TEACHER. What *kind* of fritters did I have yesterday?

PUPIL. The fritters which you had yesterday were *corn* fritters.

TEACHER. Of *what* were the fritters that I had made?

PUPIL. The fritters that you had were made of *corn* meal.

TEACHER. *Where* was the corn meal which I brought you made?

PUPIL. The corn meal which you brought was made in a *mill*.

NEW WORDS AND EXPRESSION

story once once upon a time

TEACHER. I am going to tell you a *story*.

I am going to begin *this* way:

Once, the Turkey.....

What is the *first* word of the story?

PUPIL. *Once* is the first word of the story.

TEACHER. I am going to begin in *another* way:

Once upon a time the Turkey.....

How did the story begin *this* time?

PUPIL. Once upon a time the Turkey.....

TEACHER. Now I am going to tell you *all* the story.

Once upon a time the Turkey found a *seed*.

It was a *corn* seed.

He wanted to *plant* the corn.

"Who will help me plant the corn?" he asked

"Bow-ow! Not *I*," said the Dog.

"Me-ow! Not *I*," said the Cat.

"Ouph! Ouph! Not *I*," said the Pig.

"Then I will plant it *myself*," said the Turkey.

So he planted the corn *himself*.

The corn grew *tall*.

Then it was ready to *cut*.

"Who will help me *cut* my corn?" asked the Turkey.

"Bow-ow! Not *I*," said the Dog.

"Me-ow! Not *I*," said the Cat.

"Ouph! Ouph! Not *I*," said the Pig.

"Then I will cut it *myself*," said the Turkey.
So he cut the corn *himself*.

The Turkey wanted some *corn* meal.

"*Who* will help me carry my corn to the mill?" asked the Turkey.

"Bow-ow! Not *I*," said the Dog.

"Me-ow! Not *I*," said the Cat.

"Ouph! Ouph! Not *I*," said the Pig.

"Then I will carry it *myself*," said the Turkey.

So he carried the corn to the mill *himself*.

The Turkey wanted corn *fritters*.

"*Who* will help me make my fritters?" asked the Turkey.

"Bow-ow! Not *I*," said the Dog.

"Me-ow! Not *I*," said the Cat.

"Ouph! Ouph! Not *I*," said the Pig.

"Then I will make them *myself*," said the Turkey.

So he made the fritters *himself*.

When the fritters were ready, the Turkey asked:

"Who will *eat* the fritters?"

"Bow-ow! *I* will!" said the Dog.

"Me-ow! *I* will!" said the Cat.

"Ouph! Ouph! *I* will!" said the Pig.

"You can *not* have any," said the Turkey.

"I am going to eat them *myself*.
And he *did*."

NOTE: If the teacher wishes to, the story may be told in four parts, one paragraph a day.

This story can easily be dramatized. The descriptive parts should be left out.

LESSON 155

REVIEW

(Have the pupils tell or dramatize the story in the previous lesson.)

NEW WORDS

will **soon** **by and by**

NOTE: *Will* denoting determination only should be taught in the second grade. The future tense is taught by using the expression *going to*.

Soon and *by and by* are synonyms.

TEACHER. I will close the *door*.
I will sit down on my *chair*.
Will you close the *door*, please?

PUPIL. *Yes*.

TEACHER. Ask me to do *something*.

PUPIL. Will you close the *window*, please?

TEACHER. I *will*.

Soon I will do *something*.

Not now, but *by and by*.

(Wait a while.)

Now I am going to *do* it.

(Draw a circle on the board.)

What did I *do*?

PUPIL. You drew a *circle* on the board.

TEACHER. Do *something*. Not now, but *by and by*.

(After a few seconds:)

Now.

(The child does it.)

LESSON 156

REVIEW

TEACHER. *Who* is the boy who (or that) sits behind you?

PUPIL. The boy who (or that) sits behind me is _____.

TEACHER. Who is the boy who (or that) sits in *front* of you?

PUPIL. The boy who (or that) sits in front of me is _____.

TEACHER. *Who* are the girls who (or that) sit in the front seats?

PUPIL. The girls who (or that) sit in the front seats are _____, _____, and _____.

TEACHER. Who are the girls who (or that) sit in the *back* seats?

PUPIL. The girls who (or that) sit in the back seats are _____, _____, and _____.

(Have three different pupils bring you an object: a pencil, a book and a ruler.)

TEACHER. *Where* is the pencil which (or that) X brought me?

PUPIL. The pencil which (or that) X brought you is on your *chair*.

TEACHER. Where is the *book* which (or that) Y brought for me?

PUPIL. The book which (or that) Y brought for you is on the *floor*.

TEACHER. Where is the *ruler* which (or that) Z brought me?

PUPIL. The ruler which (or that) Z brought you is on your *desk*.

TEACHER. What is the animal which (or that) you see
in the *picture*?

PUPIL. The animal which (or that) I see in the picture
is a *dog*.

NEW WORDS

telephone central hello

(Get a toy telephone and put it up on the wall.)

TEACHER. We have a *telephone*.
What can we *do* through the telephone?

PUPIL. We can *speak* through the telephone.

TEACHER. This is *central*.
X is the *telephone* girl.
I am going to call *central*.
I want to speak with Y.

(Ring up central.)

PUPIL X. *Number?*

TEACHER. Number 4, please.

PUPIL Y. *Hello.*

TEACHER. Is this Y?

PUPIL Y. *Yes.*

TEACHER. Miss ——— is speaking.
How *are* you?

PUPIL Y. I am *very* well, thank you.
How *are* you?

TEACHER. *Well*, thank you.

(Keep up a conversation.)

LESSON 157

REVIEW

(Have pupils speak through the telephone.)

NEW WORDS

Porto Rico Porto Rican love governor

TEACHER. We live in *Porto Rico*.
People born in Porto Rico are *Porto Ricans*.
What *are* we?

PUPIL. We are *Porto Ricans*.

TEACHER. *Why* are we Porto Ricans?

PUPIL. We are Porto Ricans because we were born in
Porto Rico.

TEACHER. We *love* Porto Rico.
All good Porto Ricans *love* Porto Rico.
What do you *think* of Porto Rico?

PUPIL. Porto Rico is *beautiful*.

TEACHER. All those who love Porto Rico *stand*.
We *all* love Porto Rico.
Porto Rico has a *Governor*.
—— is the Governor of Porto Rico.
Who is our Governor?

PUPIL. —— is our Governor.

LESSON 158

REVIEW

TEACHER. What *are* we?

PUPIL. We are *Porto Ricans*.

TEACHER. *Why* are we Porto Ricans?

PUPIL. We are Porto Ricans because we were born in
Porto Rico.

TEACHER. What should we *love*?

PUPIL. We should love *Porto Rico*.

TEACHER. Who is the *Governor* of Porto Rico?

PUPIL. —— is the Governor of Porto Rico.

NEW WORDS

belong country United States republic president

TEACHER. This is *my* book.

It belongs to *me*.

This is *your* pencil.

It belongs to *you*.

To whom does *this* dress belong?

PUPIL. That dress belongs to *you*.

TEACHER. To whom does this *suit* belong?

PUPIL. That suit belongs to *me*.

TEACHER. The United States is a *country*.

It is *our* country.

Porto Rico belongs to the *United States*.

What is the United States?

PUPIL. The United States is a *country*.

TEACHER. To what *country* does Porto Rico belong?

PUPIL. Porto Rico belongs to the *United States*.

TEACHER. The United States is a *republic*.

A republic has a *president*.

——— is the President of the United States.

What country is a republic?

PUPIL. The *United States* is a republic.

TEACHER. *Who* is our President?

PUPIL. ——— is our President.

LESSON 159

REVIEW

TEACHER. *Where* were we all born?

PUPIL. We were all born in *Porto Rico*.

TEACHER. *What are* we, then?

PUPIL. We are *Porto Ricans*.

TEACHER. To what *country* does Porto Rico belong?

PUPIL. *Porto Rico* belongs to the *United States*.

NEW WORDS

American citizen proud

TEACHER. We belong to the *United States*.
We are *Americans*.
We are *all* Americans.
As we belong to the United States, what *are*
we?

PUPIL. We are *Americans*.

TEACHER. We are American *citizens*.
We are citizens of Porto Rico, *also*.
To what *country* do we belong?

PUPIL. We belong to the *United States*.

TEACHER. What *are* you?

PUPIL. I am an *American* citizen.

TEACHER. We are *proud* of our country.
We are proud of our *flag*.
We are also proud of our *school*.
Of *what* should we be proud?

PUPIL. We should be proud of our *country*.
We should be proud of *Porto Rico*.
We should be proud of our *flag*.
We should be proud of our *school*.
We should be proud to be *American* citizens.

LESSON 160

REVIEW

TEACHER. To what *country* do we belong?

PUPIL. We belong to the *United States*.

TEACHER. What *are* we, then?

PUPIL. We are *Americans*,

TEACHER. As we are Americans, of *what* should we be proud?

PUPIL. As we are Americans, we should be proud of our *country*.

As we are Americans, we should be proud of our flag.

As we are Americans, we should be proud to speak *English*.

As we are Americans, we should be proud to be *American* citizens.

NEW WORDS AND EXPRESSIONS

THE AMERICAN FLAG

blue field
be true

be brave

stripes
be pure

TEACHER. This is the *American* flag.

What do you *see* in the blue field?

PUPIL. I see *stars* in the blue field.

TEACHER. What *color* are the stars?

PUPIL. The stars are *white*.

TEACHER. These are *stripes*.

How many *white* stripes are there?

PUPIL. There are *six* white stripes.

TEACHER. How many *red* stripes?

PUPIL. There are *seven* red stripes.

TEACHER. The blue tells us, "Be *true*."

We should be true to our *flag* and to our *country*.

The red tells us, "Be *brave*."

The white tells us, "Be *pure*."

(Teach the following song:)

OUR FLAG

There are man - y flags in man - y lands, There are
 flags of ev - 'ry hue. But there is no flag how -
 ev - er grand, Like our own Red, White and Blue.

CHORUS

Then hur-rah for the flag! our coun - try's flag, With its
 stripes and white stars too! There is no flag in
 an - y land, Like our own Red, White and Blue.

KEY TO PRONUNCIATION

The diacritical marks are the same as those used in Webster's International Dictionary and are called as follows: ā, macron; ¸, suspended bar; ě, breve; ä, two dots; à, one dot; ê, circumflex; ē, wave line; ç, cedilla; and ̄, bar.

THE CONSONANTS

e (=k)	as in eat, eoat, eup, eake.
ç (=s)	as in façade, riçe, açid, raçe.
ch (=tsh)	as in church, chin, charge.
çh (=sh)	as in maçhine, mustaçhe, çhaise.
eh (=k)	as in ehorus, eecho, echaracter.
ġ (hard)	as in ġet, ġood, ġo, foġ, loġ.
ġ (=j)	as in ġem, engine, raġe, ġender.
gh (=f)	as in enough, tough, cough.
h (a breath)	as in hat, had, here, head.
j (=dġ)	as in jar, joke, jam, jet.
k (=e)	as in kite, kill, ask, Kate.
ñ (=ng)	as in a ^ñ ger, u ^ñ cle, co ^ñ quer, thi ^ñ k.
ph (=f)	as in phonics, photograph, phrase.
q (=kw)	as in queen, queer, conquest.
r	as in red, rose, read, real.
s (=ç)	as in set, seat, sit, hats.
ş (=z)	as in roşe, rişe, birdsş, girlsş.
s (=sh)	as in sugar, censure, sure.
sh	as in sharp, shoe, flash, cash.
th (=Spanish z)	as in thin, thing, breath.
th (=dth)	as in this, there, those, with.
w (=ȫ)	as in wet, word, water, wise.
wh (=hw)	as in when, where, wharf.
x (=ks)	as in fox, box, explain, exclaim.
x (=ġz)	as in example, exist, exempt.

y	as in year, yet, yonder, young.
z (=ʒ)	as in zone, maize, size, haze.

Accent is a stress or effort of the voice upon one or more syllables of a word. There are two kinds of accent, **primary** and **secondary**. In the word au'to mo'bile, the second is the **primary accent**, the stronger, and the first is the **secondary accent**.

THE VOWELS

ā (long) (=ē)	as in āte, cāke, cāme, fāte.
¹ â (modified long)	as in prefāce, senāte, delicāte.
ă (short)	as in căt, măt, căn, cătch.
ǎ (obscure)	as in finǎl, servǎnt, madǎm.
ä (Italian)	as in äre, ärm, fär, yärd.
á (intermediate)	as in ásk, gláss, páss, gráss.
à (obscure intermediate)	as in áway, íside, sofà.
ą (=ô) (broad)	as in fall, draw, tall, saw.
ą (=ö)	as in what, wash, watch.
â (flat)	as in câre, pâir, âir, fâre.
ã (tilde) (=ē, ĩ, õ, û, ỹ)	as in liār, upwārd, sugār.
ē (long)	as in mē, clēan, ēar, ēat.
¹ ê (modified long)	as in êrase, dêpend, êvent.
ě (short)	as in lět, cěnt, děsk, těst.
ě (obscure)	as in fervěnt, presěnt, biggěst.
ẽ (tilde) (=ã, ĩ, õ, û, ỹ)	as in hěr, clěrck, hěard.
ê (flat) (=â)	as in thêre, whêre, hêir.
ē (=ā)	as in thēy, eīght, vēin.
ee (=ē)	as in feet, meet, seen.
ew (=ū)	as in few, new, dew, pew.
ī (long)	as in the fīne, fīre, Chīna.
ĭ (short)	as in ĭt, gĭve, ĭf, ĭnk.
ĩ (tilde) (=ã, ẽ, õ, û, ỹ)	as in bĭrd, gĭrl, fĭrm, fĭr.
ī (=ē)	as in machĭne, polĭce, valĭse.
ō (long)	as in nō, ōld, nōse, tōast.
¹ ô (modified)	as in pōtatō, tōmatō, pōsĭtion.
ö (short) (=ą)	as in nōt, dōg, bōx, lōg.
ô (broad) (=ą)	as in nōr, fōr, hōrse, ôrder.
õ (tilde) (=ã, ẽ, ĩ, û, ỹ)	as in tenōr, senatōr, labōr.
ò (=ŭ)	as in sòn, òther, dòne, còme.
o (=ōō, u)	as in dō, tō, whō, mōve.
¹ o (=ōō, u)	as in wōman, wōlf, bōsom.

\bar{o} (= o, u) (long)	as in sch \bar{o} ol, sp \bar{o} on, f \bar{o} ol.
\bar{o} (= o, u) (short)	as in f \bar{o} ot, b \bar{o} ok, c \bar{o} ok, l \bar{o} ok.
ou and ow (= $\bar{a}'\bar{o}$)	as in out, loud, cow, how.
oi and oy (= $\bar{a}'\bar{i}$)	as in oil, noise, boy, enjoy.
\bar{u} (long) (= ew)	as in \bar{u} se, p \bar{u} re, t \bar{u} be.
¹ \bar{u} (modified long)	as in \bar{u} nite, ed \bar{u} cation, grad \bar{u} ate.
\bar{u} (short)	as in \bar{u} p, c \bar{u} p, t \bar{u} b, s \bar{u} n.
\bar{u} (obscure short)	as in circ \bar{u} s, surpl \bar{u} s, min \bar{u} s.
\hat{u} (circumflex) (= \bar{a} , \bar{e} , \bar{i} , \bar{o} , \bar{y})	as in t \hat{u} rn, h \hat{u} rt, b \hat{u} rn, \hat{u} rn.
\bar{u} (= \bar{o} , o)	as in r \bar{u} ler, tr \bar{u} e, r \bar{u} de, r \bar{u} mor.
¹ \bar{u} (= \bar{o} , o)	as in p \bar{u} t, f \bar{u} ll, p \bar{u} sh, p \bar{u} ll.
\bar{y} (long) (= \bar{i})	as in fl \bar{y} , tr \bar{y} , dr \bar{y} , cr \bar{y} .
\bar{y} (short) (= \bar{i})	as in lad \bar{y} , part \bar{y} , pit \bar{y} , happ \bar{y} .
\tilde{y} (tilde) (= \bar{a} , \bar{e} , \bar{i} , \bar{o} , \hat{u})	as in m \tilde{y} rtle, m \tilde{y} rrh, zeph \tilde{y} r.

NOTE. — In sounding plurals, s sounds like z, except after f, k, p and t.

¹ Half of the preceding sound.

VOCABULARY

á bout'	bě löng'
áft'ēr	bě tween'
áft'ēr nōon'	bīrd
âir	blăck'bird
al'mōst	blănk'ět
á lōne'	boil
al'sō	bought
A mēr'ī căn	bōwl
an'y (ěn'yǎ)	bōwis
ăş	bow'ow
á wāke'	branch
á wāy'	brāve
á wōke'	brėad
	breāk
bââ	brėak'făst
băck	brīght
băck'wărd	brōke
băġ	bū'ġle (g'l)
băth	buīld
băth'rōom	buīld'əd
băth'tüb	buīlt
bē	bū'reau (rō)
bēanş	bûrn
bear	büt
bēat	büt'tēr
beaū'tī ful	buỹ
bě eaş'e'	bỹ
běd	
běd'elōthes	cab'băġe
běd'rōom	eāġe
běd'sprėad	eāke
běd'stėad	eal
bě fōre'	ealled
bě ġăn'	eăp'tain
bě ġin'	eāre
běll	eāre'ful

eāre'ful lŷ
 eār'ried
 eārt
 eār'rŷ
 ģents
 chānge
 chānged
 chār'eōal
 chēst
 chĭn
 chī'nā
 eō'eōa
 eof'fee (eōf'ī)
 ģīt'ī zen
 elērk
 elōŷ'ēt
 elōth
 elōtheŷ
 elūck
 eōmb
 eōōk
 eōrn
 eōst
 eōv'ēr
 eov'ered
 eount'ēr
 eried
 erowd
 erŷ
 eūp
 eūp'ful
 eūt

 dārkk
 dāy
 dēad
 dēs ŷērt'
 dīe
 dīed
 dīme
 dĭn'nēr
 dĭn'ĭng

dĭsh'ēs
 dĭ vīde'
 di vid'ēd
 dōll
 dollŷ
 dōl'lār
 down
 drēss'ēr
 drūm
 dūck
 dūr'ĭng

 ēar'lŷ
 ēarth
 ēġg'plānt
 eīghth
 ē lēv'en
 ēnd
 ēnd'ēd
 ēve'nĭng
 ēv'ēr
 ēnoūgh'
 eŷe'brow

 fall
 fār
 fāst
 fēath'ērŷ
 fēd
 feed
 fēll
 few
 fiēld
 fiĭth
 fif'teen or fif teen'
 fīnd
 fīne
 fĭng'ēr
 fĭsh
 fĭsh'ēs
 fīre
 fīrst

flew (flʉ)	hâir'pîn
flour	həl
fl̄y	həlt
fōod	həlveʂ
fôr'ĕst	hăp'pÿ
före'hĕad	hĕav'ÿ
före'nōon	hĕld
fôrk	hĕlp
forks	hĕr sĕlf'
found	hōld
fōur'teen or fōr teen'	hōme
fōurth	hōmeʂ
fôr'wărd	hōp
fōx	hōpe
free	how ĕv'ĕr
Frī'dăy	hūe
friĕnd	hŭm'mîng bîrd
frit'tĕrʂ	hŭn'grÿ
frōnt	hŭr rāh'
frÿ'îng păn	hŭrt
fŭn	
gāme	îch
gār'den	în'sĕt
gĕese	în'trō dŭĕe'
gĕt	în'tro duced' (dŭst)
glăd	în'tro dŭ'ĕĕʂ
glăss	în'tro duc'îng
glass'ĕʂ	ît sĕlf'
gōat	
gōod-bÿ'	jĕl'lÿ
gōose	
gōt	kĕt'tle (t'l)
gōv'ĕr nōr	kîll
grăde	kîlled
grănd	kîng'bîrd
grew (gru)	kîte
grōw	kîтч'ĕn
gua'va (gŭă'vă)	knew
gua'vaʂ	knîfe
gŭn	kniveʂ
	knōĕk
hălf	knocked (nōkt)

knock'ing	mēal
knocks	meas'ure (mězh'ēr)
knōw	mēat
	meet
lāmp	meet'ing
lamps	meets
lānd	mīçe
lāte	mē'ow
lāy	mōck'ing bīrd
lēaf	Mōn'dāy
lēarn	mōn'eŷ
lēarned	mōn'gōōse
lēarnt	mōn'keŷ
lēaveŝ	mōō
lēŝ' son	mōōn
lēt'tēr	mōre
lēt'tuçe (tīs)	mōrn'ing
lī'ār	mouse
līe	mūch
līght	mūle
lī'on (ŷn)	mūst
līp	mŷ sēlf'
lōne'some (sŷm)	
lōok'ing ġlāss	nāp'kīn
lōŝe	nap'kinŝ
lōst	nēar
lōud	nēst
lōve	new
lōw	nīck'el
lūnch	nīnth
lŷ'ing	nīght
	nōne
māde	nōōn
māke	nūm'bēr
makes	
mak'ing	ōld
māk'ēr	once (wŷns)
mārch	ōn'ion (-yŷn)
marched (mārch)	ōr
mārck	ōwn
mātch	ōx
māt'trēss	ōx'en

pāge	quĭck'lĭ
pāid	
pāir	rāb'bĭt
pāl'āte	rād'ĭsh
pārt	rāng
pāste	rāt
pāy	rē ċēive'
pēr'son (sŭn)	rē ċēived'
pĭ ān'ō	rē ċĭte'
pi an'oeŝ	rē ċĭt'ĕd
pĭg	rē pŭb'lie
pigeon (pĭj'ŭn)	rĕst
pĭl'lōw	rē tŭrn'
pillow eāse	rē tŭrned'
plānt	rĭċe
plāte	rĭght
plates	rĭng
plēaŝe	rōck'ĭng
pleased	rōpe
plēaŝ'ānt ĕst	rŭg
pō'ĕm	rugŝ
Pōr'tō Rĭ'eām	
Pōr'tō Rĭ'eō	sal'ād
pōt	ŝalt
pots	sāme
pō tā'tō	Sāt'ŭr dāy
po ta'toeŝ	sau'ċēr
prē ŝĕnt'	sau'ċerŝ
pre ŝent'ĕd	sĕe'ond (ŭnd)
pre ŝent'ĭng	seed
pre ŝents'	sĕll
pret'tĭ (prĭt')	sĕr'vānt
prĕŝ'ĭ dĕnt	ser'vants
pŭll	sĕrve
pulled	sĕt
puŝh	set'tĭng
pushed (puŝht)	sets
puŝh'eārt	sĕv'enth
pŭre	shāke
	shaked (shākt)
quăck	shakes
quar'tĕr	shak'ĭng

sheep	su'gār (shu)
sheet	Sūn'dāy
shēlf	swaɪ'lōw
shēlves	swīng
shōok	
shouɫd	tā'ble spōon
sīde	ta'ble spoons
sīze	tāil
sīxth	tall
sleep	taught
slēpt	tēach
slōw'lŷ	teâr
sō	tēa'spōon
sō'fā	tea spoons
so'fas	tēnth
sōft'lŷ	thānk
sōld	thanked (thānkt)
sōl'dier (jēr)	thank'ing
sōme'tīmes	thanks
sōon	thēm sēlves'
soup	thīng
spōon	thīnk
spoon'ful	thīrd
spoon'fuls	thīrst'ŷ
spoons	thīr'teen or thir teen'
spring	thōught
squīr'rēl	Thûrs'dāy
stār	through
stārt	tīe
start'ēd	tīed
stāy	tīmes
stāyed	tīred
stīck	tɔ-dāy'
stōne	tɔ gēth'ēr
stōp	tō mā'tō or tō mā'tō
stopped (stōpt)	to ma'toes
stōre	tɔ-mōr'rōw
stō'rŷ	tōngue
stōve	tɔ-nīght'
strīng	tōre
strīpes	tɔ'wārd (or tōrd)
stūd'ŷ	trūe

trʏth
 tũb
 Tũeŝ'dāy
 tũr'keŷ
 twělve
 twiçe

U nĩt'əd Stātes
 ũp
 ũp ðn'
 ũŝe

věg'ě tã b'le
 věr'ŷ
 vĩŝ'ĩt
 vis'it ěd
 vis'it ɪng
 vis'i tōr
 vis'i torŝ
 voiçe

wāke
 wānt
 want'əd
 want'ing
 wants
 wãrd'rōbe

wāy
 weâr
 week
 when (hwěn)
 whĩch
 Wědneŝ'dāy
 whĩle
 whɔ
 whŷ
 wĩll
 wĩngŝ
 wōke
 wɔlf
 wōod
 wōods
 wōol
 wōre
 wōrm
 wōrth
 woułd
 wrǒng

yãrd
 yãrd'stĩck
 yěs'těr dāy
 your sělf'
 your selveŝ'

Deacidified using the Bookkeeper process.
Neutralizing agent: Magnesium Oxide
Treatment Date: April 2011

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